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ABSTRACT

The Dade County (Florida) Public School system has had various types of school-based management (SBM) procedures in operation since 1974. During the 1985-86 school year, a committee of principals and other administrators reviewed the concepts of SBM from a different viewpoint, using various materials that addressed the professionalization of education and of teaching. The pilot project developed by this committee was approved by the Dade County School Board in July 1986. This report contains documents and materials related to the pilot project now in progress. Included are a summary and principles of SBM and shared decision making (SDM); requests for proposals to schools that wish to participate; a discussion of budget procedures under the school-based system; outlines of a documentation process and an evaluation plan; and other practical documents that can be used by school systems in their efforts to implement an SBM/SDM system. (Author/TE)

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EA 020 618

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Mr. William H. Turner

SUPERINTENDENT OF SCHOOLS

Dr. Joseph A. Fernandez

-A HISTORICAL PERSPECTIVE-

SCHOOL-BASED MANAGEMENT/SHARED-DECISION MAKING

PILOT PROGRAM

OFFICE OF SCHOOL-BASED MANAGEMENT

Dr. Gerald O. Dreyfuss, Assistant Superintendent

Dr. Ida Whipple, Supervisor

OCTOBER, 1987

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SECTION I

INTRODUCTION

Introduction

The Dade County Public School system has had various types of school-based management procedures in operation since 1974. During the 1985-86 school year a committee made up of principals and other administrators reviewed the concepts of school-based management from a different viewpoint, utilizing various materials which dealt with the professionalization of education and of teaching. The development of the pilot program by this committee was approved by the School Board of Dade County, Florida, in July, 1986.

The pilot program was revised to include thirty-two pilot schools. During the 1986-87 school year, Professionalization of Teaching Task Force committees were selected by Dade County Public Schools and the United Teachers of Dade. These committees were to discuss, review and make recommendations on the School-Based Management/Shared Decision Making pilot program.

Also during the 1986-87 school year, 60 schools, by a two-thirds or more vote of the faculty, voted to submit proposals for the project. Through a selection process which included representatives of both administration and union, the thirty-two schools were chosen for the pilot program.

Training programs and inservice workshops to help implement the proposals have been instituted at the request of the pilot schools. These workshops will continue throughout the three years of the pilot program.

There will be a three year formative evaluation process and a final summative evaluation, both through the Office of Educational Accountability, Dade County Public Schools, and by outside consultants.

Enclosed in this document you will find various aspects of the school-based management/shared-decision making movement in the Dade County Public Schools. The principals, teachers, staff and community at the pilot schools will have the opportunity to share in the education decision making process and by this means to improve and enhance education for all students.

October, 1987

SECTION II

REPORT ON SCHOOL-BASED MANAGEMENT

REPORT

ON

SCHOOL BASED MANAGEMENT
(Learning Centered Schools)

Office of Deputy Superintendent of Schools

A-5

June, 1986

SCHOOL BOARD OF DADE COUNTY

Mr. Robert Renick, Chairman
Dr. Kathleen B. Magrath, Vice-Chairman
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Mr. Paul Cejas
Dr. Michael Krop
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Mr. William Turner

SUPERINTENDENT OF DADE COUNTY SCHOOLS

Dr. Leonard M. Britton

MEMBERS OF THE TASK FORCE ON SCHOOL BASED MANAGEMENT

Dr. Gerald O. Dreyfuss, Chairperson
School Based Management Task Force

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Dade County School Administrators
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Principal, Miami Southridge

Mrs. Barbara Silver, Principal
Miami Sunset Senior High

Dr. Marshall Stearns,
Chairperson, Junior/Middle
School Principal's Steering
Committee

Dr. Solomon Stinson, Associate
Superintendent, Bureau of
School Operations

Mrs. Bonnie Wheatley, Chair-
person, Elementary
Principal's Steering
Committee

Mr. Richard O. White,
Executive Director,
Division of Elementary &
Secondary Instruction

SCHOOL BASED MANAGEMENT

TASK FORCE

I. AN OVERVIEW

The genesis of School Based Management is found in the Citizen's Committee on Education appointed by Governor Reuben Askew in 1971 to make recommendations to improve schools. Noting that in all states the school district is the focal point in the financing, management, and linkage to the community of instruction, the Committee concluded that the complexity of education dictated a change. "Complexity," said the Committee, "is best handled where and when instruction occurs."

The Committee saw School Based Management and organization of instruction as embracing the following principles:

funds are allocated to schools based on needs of children in schools.

specific educational objectives for a school are set by people associated with the schools.

decisions on how funds for instruction are to be spent are made in the school center.

organization of instruction is determined at the school level.

parents participate in school decision making.

The recommendations of the Committee, acted on by the Legislature, constitute the central core of what is now called School Based Management.

School Based Management is more than just budget decentralization, although this is a major factor in decentralizing the decision making process from the central or area office to the school level. These decision making processes would include curriculum planning, program planning in general, colleague type decision making, and comprehensive planning as a vehicle for improving school center programs and for establishing priorities. In no way does School Based Management mean the abrogation of decision making at the area and central level; rather it is a focusing of the full resources of the school system at the school level in allowing decisions to take place at this level so that the best education possible can be realized for all students.

When the School Board adopted some budget decentralization in the past, they were, in fact, moving toward School Based Management, and all of our principals now operating in the schools have in one way or another utilized some of the concepts of School Based Management in their operations. The current labor contract between Dade County Public Schools (DCPS) and the United Teachers of Dade (UTD) provides for an advisory faculty committee to work with the principal in advising him/her on budget and curriculum matters.

Responsibility for the development and approval of the annual budgets of county school district by statute rests with the Superintendent of Schools and the School Board.

The exercise of the responsibility is subject to the directions established by the State Legislature and state school officials. Over the last several years, the State Legislature has mandated that the school become a primary center in educational decision making.

In its various enactments, the Legislature has established that:

1. It is the intent of the Legislature that the individual public school shall be the basic unit of accountability in Florida. F.S. 228.165 (1)

2. ....the primary unit for information and assessment shall be the individual school. F.S. 237.34 (1) (a)

3. Each district shall report expenditures of all funds on a school-by-school and on an aggregate-district basis. F.S. 237.34 (3)

4. By the 1975-76 fiscal year, an amount equal to at least seventy percent (70%) of current operation funds of the Florida Education Finance Program... shall be expended by program cost categories in the district that generates the funds and in the K-3 program (80%) of the funds generated by district must be spent in these programs.

5. By the 1976-77 and 1977-78 fiscal years, eighty percent (80%) of current operation funds of the Florida Education Finance Program shall be expended by basic program cost categories in each district that generates the funds and by special program cost categories in the district that generates the funds. F.S. 237.34 (3)

6. A district-by-district accounting shall be made for all categorical programs ...., and such funds shall be expended for the cost of the identified programs in accordance with the regulations of the state board. F.S. 237.34 (3)

7. In 1979 the State Legislature, in Senate Bill No. 615, spelled out requirements relating to the training of school based managers in the process of School Based Management.

> An act relating to education; creating s.229.595, Florida Statutes, the "Management Training Act of 1979", providing legislative intent; providing rules for the selection, appointment, and reappointment of principals and other school-based managers and for competencies there or; authorizing each district school board to submit to the Commissioner of Education a proposed program for the training of such persons; providing for technical assistance; providing for funding; providing for reporting; providing an effective date.

Be it enacted by the Legislature of the State of Florida:

Section 1. Section 229.595, Florida Statutes, is created to read:

229.595 Management Training Act

(1) TITLE...This section shall be known and may be cited as the "Management Training Act of 1979."

(2) INTENT...The Legislature recognizes that the school principal is of primary importance in achieving and maintaining instructional excellence in a school. The Legislature further recognizes that although the role of the principal has been modified to increase managerial discretion, many principals have not been trained as school managers. It is the legislative intent that school principals shall be prepared to make the necessary managerial and budget decisions required for effective School Based Management.

(3) COMPETENCIES FOR SCHOOL BASED MANAGERS...Each district school board shall review and evaluate the present system of selecting, appointing, and reappointing school principals and other school based managers and shall, in consultation with members of the professions, establish rules for the selection, appointment, and reappointment of such persons. Such rules shall include that school based managers be trained in competencies, identified by the Commissioner of Education, necessary to effectively implement School Based Management as required by s. 229.555.

(4) MANAGEMENT TRAINING PROGRAMS...

(a) Pursuant to rules to be adopted by the commissioner, each school board may submit to the state board a proposed program designed to train district administrators and school based managers, including principals, assistant principals, and school-site administrators, and persons who are potential candidates for employment in such administrative positions, in the competencies necessary for effective School Based Management. This proposed program shall include a statement of the number of individuals to be included in the program and an itemized statement of the estimated total cost of the program which shall be paid by the Department of Education. Priority shall be given to school principals.

(b) Upon the request of any school board, the Department of Education shall provide such technical assistance to the school board as is necessary to develop and submit a proposed program of training for School Based Management. The department may use its own staff or such consultants as may be necessary to accomplish this purpose.

(c) The commissioner shall review and approve, disapprove, or resubmit to the school board for modification all proposed programs submitted. For those programs approved, the commissioner shall authorize distribution of funds.

(d) The commissioner shall, no later than November 1, of each even-numbered year, transmit to members of the State Board of Education, the President of the Senate, the Speaker of the House of Representatives, and the chairmen of Senate and House committees on public school education an appraisal of the funded programs as to effectiveness, efficiency, and utilization of resources, including a statement of the overall program for the coming biennium, the recommended level of funding for the program for that biennium, and any other recommendations deemed by the commissioner to be appropriate.

Section 2: This act shall take effect October 1, 1979.

Approved by the Governor June 29, 1979.

Filed in the Office of Secretary of State July 3, 1979.

Although the School Board, in moving toward budget decentralization and School Based Management, is complying with legislative intent as statutorily established, it should be clear that the legal responsibility for the organization and control of schools is vested n the School Board. The Board has the continuing authority to mandate programs and activities throughout the school system. (FS 230.32)

Since the Legislature passed Senate Bill No. 615 in 1979, which related to the training of school based managers in the concept of School Based Management, the Legislature has not, in fact, passed new legislation referring to this matter. Certain actions by the Legislature and School Board, however, have to some extent impinged on the various components of School Based Management.

II. PAST AND PRESENT ACTIONS AS IT RELATES TO THE BUDGET

In response to this mandated direction for budget making, the School Board has moved to increase budget discretion at the school level. In 1973-74, the School Board adopted a system of allocation of staff to schools which moved in the direction of program weights established by state legislation. In 1973-74, schools were allowed greater discretion in the management of expenditures for materials, supplies, and equipment.

For 1974-75, the School Board further modified its system of allocating resources to schools by establishing certain personnel allocations as discretionary, thus permitting school officials to shift funds for those allocations within their budget. Discretion with reference to expenditures for materials, supplies, and equipment was continued and increased.

In May of 1975, the School Board approved a simulated pilot of the School Budgeting System in twenty-two (22) elementary, junior, and senior high schools. The plan during this simulated pilot program provided a system of allocating resources to schools totally on a dollar basis except for certain categorical appropriations.

The simulated pilot program provided experience utilizing a dollar base system for twenty-two principals and involved directors in the various areas and area superintendents. This simulated pilot program was extremely successful, and a report was made to the Board in February, 1976, concerning all facets of this program.

Prior to the 1977-78 school year, both substitute teacher accounts and utility accounts were handled centrally, and little control could be maintained from the central office since the usage was spread over 250 locations. During the 1977-78 school year, school principals were made responsible for all substitute teacher dollars used at the school level. Our experience showed during this period that over 130 schools managed to save dollars which were earmarked for substitute teachers. Eighty percent (80%) of these dollars instead were utilized by school principals for direct service to students. A good manager at a school location can accrue savings in utilities, materials, supplies, and equipment. Although this program was dropped by the school system five years ago, we have continued the concept of savings in the utilities area.

The State Legislature of 1978 appropriated funds for the study of School Based Management. The Superintendent recommended that Dade County apply for a portion of those funds. It was requested that the Department of Education allocate funds to the Dade County School Board to continue our work on School Based Management. Money from the School Based grant was allocated to Dade County. As a result of this grant, the Dade County Public Schools' School Based Budget System was developed by M.I.S. The computer program is divided into three major application areas: revenue generation, budget appropriations, and budget control data base management.

Currently in the Dade County public school system we have in place a Board adopted plan for limited School Based Management, which is called the FTE CASAS system. The FTE CASAS system provides the principal and staff the possibility of utilizing budget appropriations in more unique ways to meet the needs of the students in the school. The plan, although it has been in operation for approximately ten years, is not being utilized by all principals to the extent it could and in effect is currently not adequate in meeting the full requirements of School Based Management.

III. FUTURE ACTIONS: RECOMMENDED PILOT PROGRAM

School Based Management is a planning and decision-making process shared by those persons at the school level who are charged with the delivery of educational services to students.

In order to implement School Based Management, a pilot program would have to be developed. Guidelines for the pilot program would include:

1. A recommendation that five schools from each area would be selected to pilot the School Based Management plan. Elementary, junior and senior high schools would be represented.

2. A training program for administrators and faculties, as designated by the Superintendent or his designee, would encompass all aspects of School Based Management.

   School Based Management would encompass such things as:

   a. School level performance objectives

   b. Curriculum
      course requirements, offerings, subject area frameworks, textbooks, materials, and curriculum improvement.

   c. Student services
      rules, policies, and punishment

   d. Reporting
      grades and reporting to parents

   e. Public relations

f. Budget
internal accounts and tax monies

g. Personnel
recruit, screen, interview, recommendation of assignment, initiate dismissal, evaluation, and contract management

h. Learning centered schools

Although the principal and teachers would deal with all aspects that make up School Based Management, the principal must stay within state guidelines and board regulations.

3. Principals using School Based Management would involve their staff and teachers in joint problem solving and creative thinking in developing a program that would not only best meet the needs of the students in the school but would also be exciting, innovative and would in fact revitalize the total school operation. Teacher professionalism would be stressed, allowing for continuing opportunities for professional growth. There would be a strong emphasis on the role of the department heads. Parents would be involved in an advisory capacity and would form a supportive and helpful partnership with the school.

4. One of the major components of the pilot School Based Management program will be to provide principals in the program with the utmost flexibility and freedom to enhance current programs, initiate new programs and to work in concert with teachers and community to provide an exemplary program.

5. A selection process would allow each principal the opportunity to volunteer for the program.

6. The selection criteria would include:

a. An application packet including an application form, a copy of the last three year's Performance Planning and Appraisal System Evaluation Form, and two letters of recommendation from members of the profession.

b. An interview before a committee selected by the Superintendent or his designee would be required.

c. The final selection of the principals to be involved in the pilot program will be made by the Superintendent or his designee.

7. It should be understood that all schools are unique in nature and should be evaluated on a school-by-school basis.

During the 1986-87 school year, the Office of Educational Accountability would develop an evaluation process which might include some of the following attributes and indicators.

Clear academic goals
High expectations for students
Order and discipline
Rewards and incentives for students
Regular and frequent monitoring of student progress
Opportunities for meaningful student responsibility and participation
Teacher efficacy (leadership qualities)
Rewards and incentives for teachers
Concentration on academic learning time
Positive school climate
Administrative leadership
Well-articulated curriculum
Evaluation for instructional improvement
Community support and involvement
Student performance on standard achievement tests, minimum competency tests, and subject area tests
Student attendance
Student success in the next level of school, i.e., junior high, senior high
In a high school, the numbers of students who go on to postsecondary school, enlist in the military service or find employment

8. It is intended that the pilot program would be in operation for four years. The first year would be used to select the principals, develop and utilize a training program, develop and evaluation process and to update the computer program which has been developed for the School Based Management process. The next three years would be used for implementation with an ongoing evaluation. It is felt that at least three years are necessary in order to show some measurable results. Principals and teachers would be interviewed in order to express aspects of the program that are positive or make recommendations for any changes that are necessary.

IV. MAGNET SCHOOLS

Magnet schools will fall under the guidelines of the pilot program.

V. PILOT PROGRAM AS IT RELATES TO THE TOTAL SYSTEM

It is anticipated that the pilot program would provide a spin-off for the total school system in that concepts and ideas that are developed in the pilot school could be promulgated by the principals of the pilot schools and utilized throughout the system. The principals in the pilot program could become trainers for other principals.

VI. IMPLEMENTATION

Different procedures for the principals in the pilot schools would be established. They would report to the Superintendent or his designee. It is understood that an important component in the procedure would be maximum flexibility and freedom to operate the schools in order to provide the best program for students.

Further implementation and organization would have to be determined by the Superintendent and the School Board.

It is anticipated that the concept of teacher professionalism would be involved in the pilot program. The teachers would provide the principals with input and advice about the various aspects of the program.

VII. AVERAGE DOLLAR BASE SYSTEM

The committee recommends utilizing an average dollar base system for the pilot program. The average dollar base system would allow students to be funded in terms of dollars generated by the full time equivalents (FTE) at the school. This in effect would mirror the funding procedure now used by the state to fund the counties. The current system utilizes a unit base which reflects the old Minimum Foundation Program which was dropped by the State Legislature when it passed the Florida Education Finance Program in 1973. The average dollar base system uses average salaries rather than actual salaries to minimize the effect of higher or lower priced personnel in the schools. It is the very strong opinion of the committee that using actual salaries would severely disrupt the operation of schools.

VIII. TIMELINE

In May a preliminary report would be submitted to the Superintendent, with a final report to the School Board in June, 1986. The selection of the principals would occur during the 1986 summer and the beginning of the 1986-87 school year. The training component would begin during the 1986-87 school year. Partial implementation would occur during the 1986-87 school year with full implementation during the 1987-88 school year. An average dollar base system and the computer program will be utilized.

The School Board of Dade County, Florida adheres to a policy of nondiscrimination in educational program/activities and employment and strives affirmatively to provide equal opportunity for all as required by:

Title VI of the Civil Rights Act of 1964 - prohibits discrimination on the basis of race, color, religion, or national origin.

Title VII of the Civil Rights Act of 1964, as amended - prohibits discrimination in employment on the basis of race, color, religion, sex, or national origin.

Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of sex.

Age Discrimination Act of 1967, as amended - prohibits discrimination on the basis of age between 40 and 70.

Section 504 of the Rehabilitation Act of 1973 - prohibits discrimination against the handicapped.

Florida Educational Equity Act - prohibits discrimination on the basis of race, sex, national origin, marital status or handicap against a student or employee.

Veterans are provided re-employment rights in accordance with P.L. 93-503 (Federal and Florida State Law, Chapter 77-422, which also stipulates categorical preferences for employment.

SECTION III

FLORIDA DEPARTMENT OF EDUCATION
STATE PROJECT APPLICATION

DADE COUNTY PUBLIC SCHOOLS

BOARD ADMINISTRATION BUILDING
OFFICE OF FEDERAL PROJECTS ADMINISTRATION
1450 NORTHEAST SECOND AVENUE
MIAMI, FLORIDA 33132

DR. LEONARD BRITTON
SUPERINTENDENT OF SCHOOLS

MS. POLLY B. McINTOSH
ASSISTANT SUPERINTENDENT
FOR
FEDERAL PROJECTS ADMINISTRATION
(305) 376-1701

DADE COUNTY SCHOOL BOARD
MR. ROBERT RENICK, CHAIRMAN
DR. KATHLEEN B. MAGRATH, VICE-CHAIRMAN
MR. G. HOLMES BRADDOCK
MR. PAUL L. CEJAS
DR. MICHAEL KROP
MS. JANET R. McALILEY
MR. WILLIAM H. TURNER

July 24, 1986

Dr. Luther Rogers
Deputy Director for Program Services
Department of Education
Division of Public Schools
Room 523, Knott Building
Tallahassee, Florida 32301

Dear Dr. Rogers:

Please find enclosed one original and two copies of the Dade County Public Schools' application for a school-based management first year grant to be funded under the Management Training Act, 1986-87.

If you have any questions regarding this matter, please call Dr. Gerald O. Dreyfuss at (305) 251-5361.

Sincerely yours,

Polly B. McIntosh (HD)
Polly B. McIntosh, Executive Assistant Superintendent
Office of Federal Projects Administration

PBM/HD:mw
Enclosures

cc: Dr. Gerald O. Dreyfuss

FLORIDA DEPARTMENT OF EDUCATION
STATE PROJECT APPLICATION

DATE RECEIVED (DOE USE)

(1) DISTRICT/AGENCY NAME:	(2) CONTACT PERONS NAME:	(3) CONTACT PERSON TITLE:	(4) CONTACT PERSON PHONE:
DADE	Gerald O. Dreyfuss	Principal	(305)251-5361

(5) CONTACT PERSON MAILING ADDRESS:	City	Zip	(6) PREPARED BY: (If different from contact person)
16301 S.W. 80 Avenue	Miami,	33157	Helio De La Torre

CERTIFICATION

The filing of this application has been authorized by the governing body of the applicant and the undersigned representative has been duly authorized to file this application and act as the authorized representative of the applicant in connection with this application.

I, Leonard Britton, do hereby certify that all facts, figures, and representations made in the application are true and correct. Furthermore, all applicable statutes, State Board of Education Rules, and procedures for program and fiscal control and for records maintenance will be implemented to ensure proper accountability of funds distributed for this project.

L Britton 7-12-86

Signature of Superintendent of School District or Agency Head of Other Applicant Agencies

July 9, 1986

Date of Governing Body Approval

14

25

ESE
Exp

I. RECOMMENDED PILOT PROGRAM:

School Based Management is a planning and decision-making process shared by those persons at the school level who are charged with the delivery of educational services to students.

In order to implement School Based Management, a pilot program would have to be developed. Guidelines for the pilot program would include:

1. A recommendation that five schools from each area would be selected to pilot the School Based Management plan. Elementary, junior and senior high schools would be represented.

2. A training program for administrators and faculties, as designated by the Superintendent or his designee, would encompass all aspects of School Based Management.

   a. School level performance objectives

   b. Curriculum
      course requirements, offerings, subject area frameworks, textbooks, materials, and curriculum improvement.

   c. Student services
      rules, policies, and punishment

   d. Reporting
      grades and reporting to parents

   e. Public relations

   f. Budget
      internal accounts and tax monies

   g. Personnel
      recruit, screen, interview, recommendation of assignment, initiate dismissal, evaluation, and contract management

   h. Learning centered schools

3. Principals using School Based Management would involve their staff and teachers in joint problem solving and creative thinking in developing a program that would not only best meet the needs of the students in the school but would also be exciting, innovative and would in fact revitalize the total school operation. Teacher professionalism would be stressed, allowing for continuing opportunities for professional growth. There would be a strong emphasis on the role of the department heads. Parents would be involved in an advisory capacity and would form a supportive and helpful partnership with the school.

4. One of the major components of the pilot School Based Management program will be to provide principals in the program with the utmost flexibility and freedom to enhance current programs, initiate new programs and to work in concert with teachers and community to provide an exemplary program.

5. A selection process would allow each principal the opportunity to volunteer for the program.

6. The selection criteria would include:

   a. An application packet including an application form, a copy of the last three year's Performance Planning and Appraisal System Evaluation Form, and two letters of recommendation from members of the profession.

   b. An interview before a committee selected by the Superintendent or his designee would be required.

   c. The final selection of the principals to be involved in the pilot program will be made by the Superintendent or his designee.

7. It should be understood that all schools are unique in nature and should be evaluated on a school-by-school basis.

   During the 1986-87 school year, the Office of Educational Accountability would develop an evaluation process which might include some of the following attributes and indicators.

   Clear academic goals
   High expectations for students
   Order and discipline
   Rewards and incentives for students
   Regular and frequent monitoring of student progress
   Opportunities for meaningful student responsibility and participation
   Teacher efficacy (leadership qualities)
   Rewards and incentives for teachers
   Concentration on academic learning time
   Positive school climate
   Administrative leadership
   Well-articulated curriculum
   Evaluation for instructional improvement
   Community support and involvement
   Student performance on standard achievement tests, minimum competency test, and subject area tests
   Student attendance
   Student success in the next level of school, i.e., junior high, senior high
   In a high school, the numbers of students who go on to post-secondary school, enlist in the military service of find employment

8. It is intended that the pilot program would be in operation for four years. This first year would be used to select the principals, develop and utilize a training program, develop an evaluation process and to update the computer program which has been developed for the School Based Management process. The next three years would be used for implementation with an ongoing evaluation. It is felt that at least three years are necessary in order to show some measurable results. Principals and teachers would be interviewed in order to express aspects of the program that are positive or make recommendations for any changes that are necessary.

II. MAGNET SCHOOLS:

Magnet schools will fall under the guidelines of the pilot program.

III. PILOT PROGRAM AS IT RELATES TO THE TOTAL SYSTEM:

It is anticipated that the pilot program would provide a spin-off for the total school system in that concepts and ideas that are developed in the pilot school could be promulgated by the principals in the pilot schools and utilized throughout the system. The principals in the pilot program could become trainers for other principals.

IV. IMPLEMENTATION:

Different procedures for the principals in the pilot schools would be established. They would report to the Superintendent or his designee. It is understood that an important component in the procedure would be maximum flexibility and freedom to operate the schools in order to provide the best program for students.

Further implementation and organization would have to be determined by the Superintendent and the School Board.

It is anticipated that the concept of teacher professionalism would be involved in the pilot program. The teachers would provide the principals with input and advice about the various aspects of the program.

V. AVERAGE DOLLAR BASE SYSTEM:

The committee recommends utilizing an average dollar base system for the pilot program. The average dollar base system would allow students to be funded in terms of dollars generated by the full time equivalents (FTE) at the school. This in effect would mirror the funding procedure now used by the state to fund the counties. The current system utilizes a unit base which reflects the old Minimum Foundation Program which was dropped by the State Legislature when it passed the Florida Education Finance Program in 1973. The average dollar base system uses average salaries rather than actual salaries to minimize the effect of higher or lower priced personnel in the schools. It is the very strong opinion of the committee that using actual salaries would severely disrupt the operation of schools.

The above are excerpts from the Report on School Based Management (Learning Centered Schools) that was presented to, and approved by The School Board of Dade County, Florida at its meeting of July 9, 1986 (Item A-5), which this proposal is part thereof.

(A) District/Agency Name: Dade

(B) Program Name: School-Based Management

(C) Effective Approval Date: _____

(D) Termination Date: June 30, 1987

FLORIDA DEPARTMENT OF EDUCATION
PROJECT BUDGET SUMMARY AND DISBURSEMENT REPORT

☒ Budget ☐ Interim Report ☐ Final Report

(INSTRUCTIONS ON REVERSE)

(E) District/Agency Number: 130

(F) Program Number: _____

(G) Project Number: _____

(1) Account or Func No	(2) Account or Object No	(3) Name of Account	(4) Budget Amount	(5) Total Disbursed to Date As of / /	(6) Undisbursed Balance	(7) Current Disbursement Reported
6400	100	Salary	$38,907			
	200	Fringe Benefits	8,093			
	510	Materials & Supplies	10,000			
7200	310	Purchased Services	90,000			
	510	Materials & Supplies	1,000			
	640	Equipment	12,000			
ALL PROGRAMS		(8) Column TOTALS (Complete on last page only)	160,000			
FEDERAL PROGRAMS ONLY (COMPLETE ROWS (9), (10), & (11)):		(9) REIMBURSEMENT PERCENT	%	%	%	%
		(10) TOTAL FEDERAL FUNDS				
		(11) FEDERAL PROGRAM INCOME				

(12) CERTIFICATION. *(Complete on last page only)*

I hereby certify that I have reviewed this budget summary/disbursement report and that all items shown above are in accordance with applicable law and regulation and have been classified properly according to this district's/agency's current chart of accounts. All records necessary to substantiate these items are available for review by state and federal monitoring staff. I further certify that as a disbursement report, all disbursements: were obligated for after the project approval date and prior to the termination date; have not been reported previously; and were not used for matching funds on this or any special project. Further, that all inventory items included have been entered properly on the inventory records required by Florida Statutes.

FA 199 Report Number ____ Certified Correct Stanley R Corcos
Finance Officer or Authorized Representative

Date 2/10/86

DOE USE: Audited by: _____ Date: / /

District/Agency Name DADE

FLORIDA DEPARTMENT OF EDUCATION

PERSONNEL SCHEDULE FOR DISCRETIONARY PROJECTS

On This Schedule Record Only Disbursements for Regular and Temporary School District or Other Agency Employees

(1) FUNCTION NUMBER	(2) OBJECT NUMBER	(3) POSITION TYPE	(4) FTE POSITIONS	(5) PROPOSED EXPENDITURE
6400	100	Substitute Release-time		38,907
	200	Fringe Benefits		8,093
		TOTAL PROPOSED DISBURSEMENT		47,000

19

OC 31

District/Agency Name DADE

FLORIDA DEPARTMENT OF EDUCATION

PROFESSIONAL AND TECHNICAL SCHEDULE FOR DISCRETIONARY PROJECTS

On This Schedule Record Only Disbursements for the Purchase of Professional and Technical Services

(1) FUNCTION NUMBER	(2) OBJECT NUMBER	(3) DESCRIPTION OF SERVICES	(4) PROPOSED DISBURSEMENT
7200	310	Professional & Technical Services:	
		Uodate Program - three months-several	40,000
		Development of Criteria and Instruments for the Evaluation Process - Several	50,000
		TOTAL PROPOSED DISBURSEMENTS FOR CONTRACTED AND CONSULTANT SERVICES	90,000

DISTRICT/AGENCY PAGE _____ of _____

District/Agency Name DADE

FLORIDA DEPARTMENT OF EDUCATION

TRAVEL SCHEDULE FOR DISCRETIONARY PROJECTS

On This Schedule Record Only Disbursements for Regular or Temporary School District or Other Agency Employees

(1) FUNCTION NUMBER	(2) OBJECT NUMBER	(3) DESCRIPTION OF TYPE OF TRAVEL	(4) PROPOSED DISBURSEMENT
		TOTAL PROPOSED DISBURSEMENTS FOR TRAVEL	N/A

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DISTRICT/AGENCY PAGE _____ of _____

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District/Agency Name DADE

FLORIDA DEPARTMENT OF EDUCATION

CAPITAL OUTLAY SCHEDULE FOR DISCRETIONARY PROJECTS

On This Schedule Record Only Disbursements for Nonexpendable Equipment and Materials

(1) FUNCTION NUMBER	(2) OBJECT NUMBER	(3) ITEM DESCRIPTION	(4) PROPOSED UNIT EXPENDITURE	(5) PROPOSED DISBURSEMENT
7200	640	Equipment:		
		2 On-line Computers	4,000	8,000
		2 Word Processors	1,000	2,000
		4 Desks	375	1,500
		2 Secretary Chairs	100	200
		1 Small Copying Machine	300	300
		TOTAL PROPOSED DISBURSEMENTS FOR CAPITAL OUTLAY		12,000

22

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3

DISTRICT/AGENCY PAGE _____ of _____

FLORIDA DEPARTMENT OF EDUCATION
Betty Castor
Commissioner of Education

January 7, 1987

Dr. Leonard Britton
Superintendent
Dade County School District
1450 Northeast Second Avenue
Miami, Florida 33132

Dear Leonard:

We have favorably considered your request for a school-based management grant and have reserved an amount not to exceed $148,000. Release of the funds is contingent on your submission of an amended project application as follows. Please submit a revised budget form (FA-399) omitting the $12,000 proposed for furniture and equipment. The size of the appropriation does not make it feasible for us to fund general furniture and equipment requests. Also please provide additional narrative explaining the proposed use of professional and technical services. Upon our receipt of the requested items, I will recommend project approval.

We commend you on your implementation of school based management concepts. If you have any questions about this matter or desire assistance, please contact Freda Wynn at (904)488-5148 or Luther R. Rogers or me at (904)488-2601.

Sincerely,

Douglas W. Crawford, Director
Division of Public Schools

DWC/rb

cc: Luther R. Rogers
Freda Wynn

Tallahassee, Florida 32399

Affirmative action/equal opportunity employer

SECTION IV

STRATEGY FOR DCPS/UTD PROFESSIONALIZATION OF TEACHING TASK FORCE

STRATEGY FOR DCPS/UTD PROFESSIONALIZATION OF TEACHING TASK FORCE

(ARTICLE XXXIV -- DCPS/UTD CONTRACT)

24

M E M O R A N D U M

September 22, 1986
M539

TO: Dr. Leonard Britton
DCPS Co-Chairperson

Mr. Pat L. Tornillo, Jr.
UTD Co-Chairperson

Dr. Joseph Fernandez
Dr. James Fleming
Dr. Cecile Roussell
Dr. Solomon Stinson
Ms. Elvira Dopico
Mr. Thomas A. Cerra
Dr. Ray Turner

Mr. Murray Sisselman
Mr. Roland Rolle
Ms. Yvonne Burkholz
Ms. Marie Mastropaolo
Mr. Al Maniaci
Ms. Merri Mann
Ms. Karen Dreyfuss

FROM: Leonard Britton
Superintendent
Dade County Public Schools

Pat L. Tornillo, Jr.
Executive Vice President
United Teachers of Dade

RE: APPOINTMENT TO 1986-87 PROFESSIONALIZATION OF TEACHING TASK FORCE (DCPS/UTD)

You have been appointed to serve on the 1986-87 Professionalization of Teaching Task Force. The Superintendent and Executive Vice President will serve as co-chairpersons of this task force.

Leonard Britton
Leonard Britton

Pat L. Tornillo, Jr.
Pat L. Tornillo, Jr.

LB/PLT:mh

MISSION: QUALITY TEACHING AND LEARNING

THEME: PROFESSIONALIZATION OF EDUCATION

GOALS

- **EDUCATOR RESPONSIBILITY AND ACCOUNTABILITY FOR THE CLASSROOM;** specifically, the ability of principals and teachers to make firm decisions in matters related to their own schools, classrooms, and students
- **COLLEGIAL CONTROL OF THE PROFESSION:**
  - Teachers identifying the elements of good teaching in others;
  - Teachers seeking and receiving the advice of peers on ways to improve their curriculum and instruction;
  - Performance-based evaluation and compensation, including career ladder mobility;
  - Higher entry standards for the teaching profession, including establishment of national licensing boards.
- **SCHOOL-BASED PLANNING, BUDGETING, AND MANAGEMENT:**
  - A "team" attitude among faculty, administration, and support staff, particularly as it relates to decision-making and development of a common set of goals and acceptable teaching methods for their school;
  - A significant reduction in the bureaucratic regulation of school processes;
  - Capable administrative leadership of school principals;
  - Discretion in budgetary allocations that will permit flexibility in management at the school-building level

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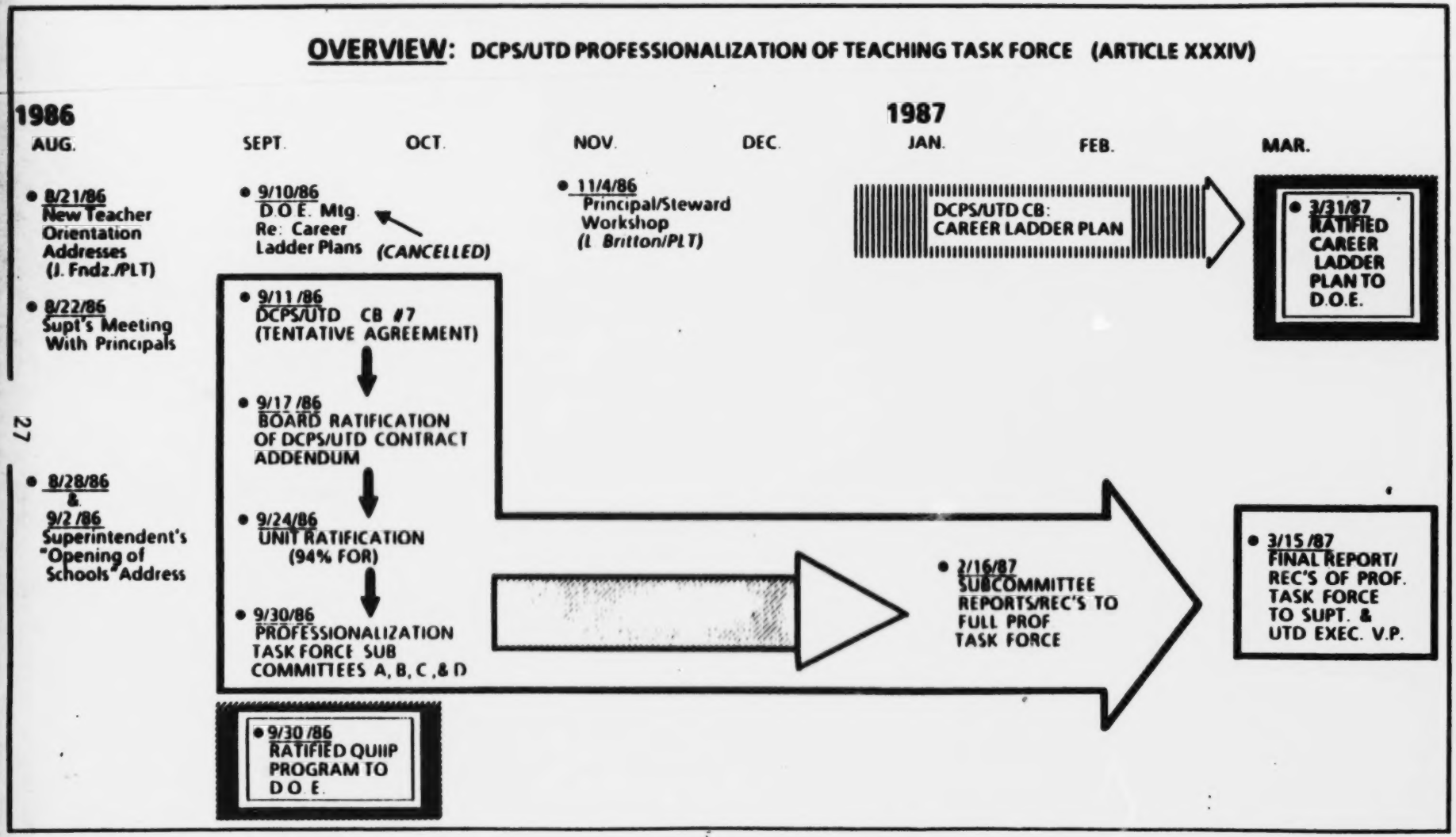
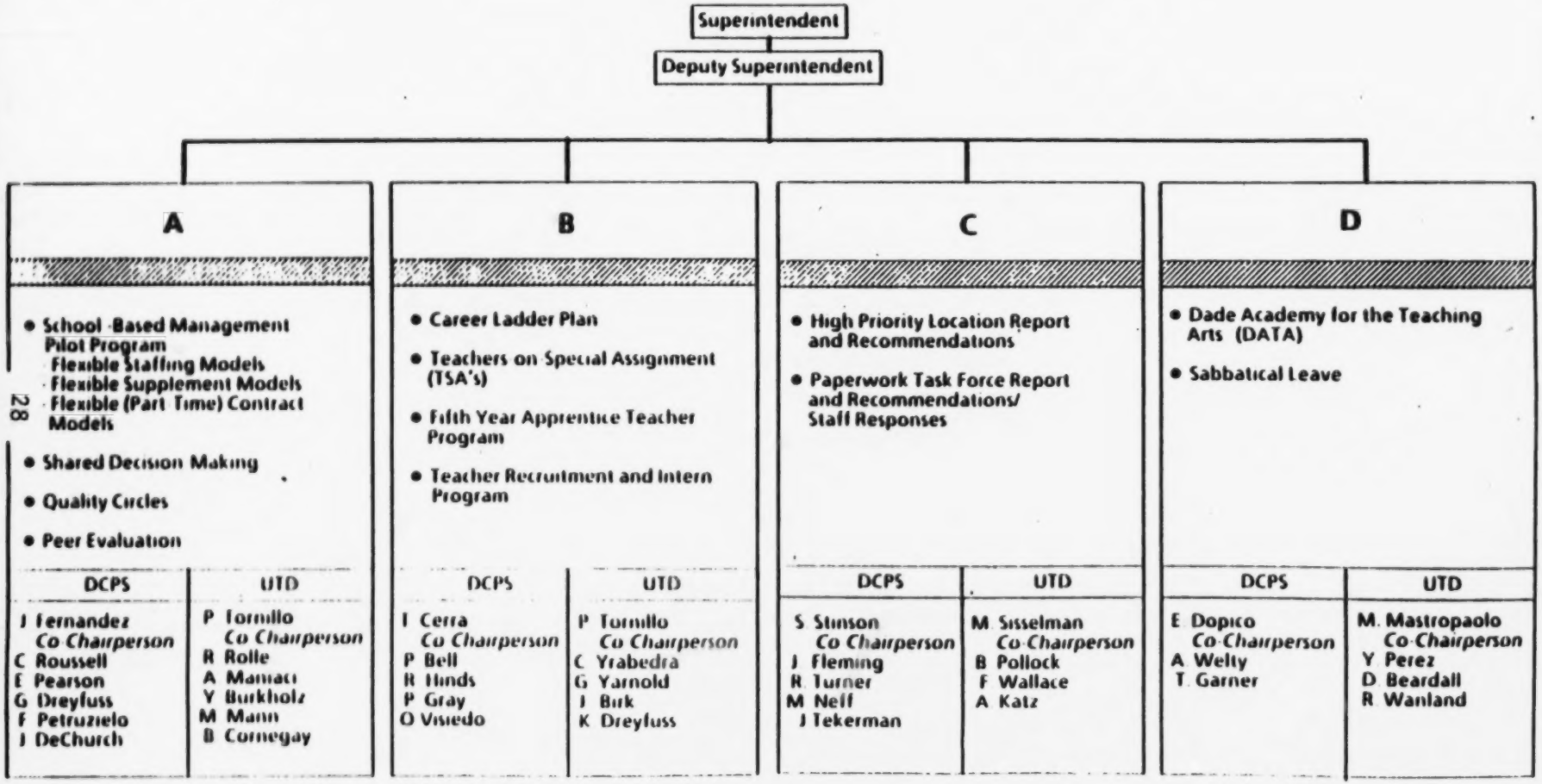

OVERVIEW: DCPS/UTD PROFESSIONALIZATION OF TEACHING TASK FORCE (ARTICLE XXXIV)
1986
AUG.
SEPT.
OCT.
NOV.
DEC.
1987
JAN.
FEB.
MAR.
• 8/21/86 New Teacher Orientation Addresses (J. Fndz./PLT)
• 8/22/86 Supt's Meeting With Principals
• 8/28/86 & 9/2/86 Superintendent's "Opening of Schools" Address
• 9/10/86 D.O.E. Mtg. Re: Career Ladder Plans (CANCELLED)
• 9/11/86 DCPS/UTD CB #7 (TENTATIVE AGREEMENT)
• 9/17/86 BOARD RATIFICATION OF DCPS/UTD CONTRACT ADDENDUM
• 9/24/86 UNIT RATIFICATION (94% FOR)
• 9/30/86 PROFESSIONALIZATION TASK FORCE SUB COMMITTEES A, B, C, & D
• 9/30/86 RATIFIED QUIIP PROGRAM TO D.O.E.
• 11/4/86 Principal/Steward Workshop (I. Britton/PLT)
DCPS/UTD CB: CAREER LADDER PLAN
• 2/16/87 SUBCOMMITTEE REPORTS/REC'S TO FULL PROF TASK FORCE
• 3/31/87 RATIFIED CAREER LADDER PLAN TO D.O.E.
• 3/15/87 FINAL REPORT/ REC'S OF PROF. TASK FORCE TO SUPT. & UTD EXEC. V.P.

27

DCPS/UTD PROFESSIONALIZATION OF TEACHING TASK FORCE

(ARTICLE XXXIV)



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TENTATIVE AGREEMENT
1986 DCPS/UTD COLLECTIVE BARGAINING

DCPS/UTD PROFESSIONALIZATION OF TEACHING TASK FORCE

(ARTICLE XXXIV)

A

- School-Based Management Pilot Program
  - Flexible Staffing Models
  - Flexible Supplement Models
  - Flexible (Part-Time) Contract Models
- Shared Decision-Making
- Quality Circles
- Peer Evaluation

DCPS	UTD
J. Fernandez *Co-Chairperson*	P. Tornillo *Co-Chairperson*
C. Roussell	R. Rolle
E. Pearson	A. Maniaci
G. Dreyfuss	Y. Burkholz
F. Petruziello	M. Mann
J. DeChurch	B. Cornegay

Section 1. Peer Evaluation

The involvement of individuals in setting the standards for their own performance is one touchstone of professionalism. In that respect, the joint development of the Teacher Assessment and Development System represents a benchmark in the efforts of the parties toward professionalizing teaching. The next logical step is to explore the feasibility of involving teachers in the application of those standards to the performance of their own colleagues and in the provision of professional development assistance. ~~The Toledo, Ohio school system and the Toledo Federation of Teachers have had such a program in place since 1981. Because of the potential of this concept for advancing teaching toward true professionalism, it is worthy of full exploration.~~

Section 2. Shared Decision-Making

No one is more knowledgeable than teachers about the educational programs and other aspects of the teaching learning process. The teacher's view in these matters is therefore critical. Shared decision-making at the school site, including such models as Quality Circles, with an expanded role for Faculty Councils, can significantly improve the quality of education and the morale of teachers.

Section 7. School-Based Management Pilot Program

The parties agree that professionalization of teaching can be significantly enhanced through implementation of learning centered school models which promote shared decision-making and the utilization of collaborative problem-solving strategies. Accordingly, the School-Based Management Pilot Program is being established to initiate and implement new models for staffing, planning, and decision-making at the school level.

TENTATIVE AGREEMENT
1986 DCPS/UTD COLLECTIVE BARGAINING

DCPS/UTD PROFESSIONALIZATION OF TEACHING TASK FORCE

(ARTICLE XXXIV)

B

- Career Ladder Plan
- Teachers on Special Assignment (TSA's)
- Fifth Year Apprentice Teacher Program
- Teacher Recruitment and Intern Program

DCPS	UTD
T Cerra *Co Chairperson*	P Tomillo *Co Chairperson*
P Bell	C Yrabedra
R. Hinds	G Yarnold
P Gray	J Burk
O Visiedo	K Dreyfuss

30

Section 3. Career Ladder

In light of the already critical and growing shortage of qualified teachers, and because the current structure of school system organization encourages the best and brightest teachers to leave the classroom for positions in school administration or in private industry, it is imperative that an alternate model which would provide career long incentives for those persons to continue as classroom teachers be given consideration.

The 1986 Florida Legislature passed and the Governor signed into law the Raymond B. Stewart Career Achievement Program for Teachers. This legislation establishes a career ladder program for teachers which must be negotiated and ratified by the parties of the contract. To participate in this program for the 1987-88 school year, districts must submit their program proposals to the State Department of Education for approval by March 31, 1987. Toward that end, it is the intent of DCPS and UTD to negotiate, ratify, and implement a comprehensive, competency based career achievement program for teachers in this district.

Section 5. Fifth-Year Apprentice Program

A Fifth Year Apprentice Teacher Program is an integral component of the newly designed under graduate teacher education program at Florida International University, Scholars in Teacher Education (SITE). The program has two major components: 1) 50 percent employment of teachers who are assigned to Chapter 1 elementary school classrooms under the direct supervision of master teachers and university clinical instructors, and, 2) participation in the 15 semester-hour Graduate Certificate Program in Urban Education. In addition to the Fifth Year Apprentice Teacher Program, SITE features active recruiting local high schools for promising teacher candidates, high entrance requirements, scholarships, a rigorous academic program of studies, and a professional training core of courses based upon current research that meets the needs of the international multicultural, multingual South Florida Community

TENTATIVE AGREEMENT
1986 DCPS/UTD COLLECTIVE BARGAINING

DCPS/UTD PROFESSIONALIZATION OF TEACHING TASK FORCE

(ARTICLE XXXIV)

C

- High Priority Location Report and Recommendations
- Paperwork Task Force Report and Recommendations/Staff Responses

DCPS	UTD
S. Stinson *Co-Chairperson* J. Fleming R. Turner M. Neff J. Tekerman	M. Sisselman *Co-Chairperson* B. Pollock F. Wallace A. Katz

REPORT ON THE HIGH PRIORITY LOCATION PROGRAM
(Office of Educational Accountability)
July, 1986

1985-86 REPORT OF THE PAPERWORK TASK FORCE
April, 1986

TENTATIVE AGREEMENT
1986 DCPS/UTD COLLECTIVE BARGAINING

DCPS/UTD PROFESSIONALIZATION OF TEACHING TASK FORCE

(ARTICLE XXXIV)

D

- Dade Academy for the Teaching Arts (DATA)
- Sabbatical Leave

DCPS	UTD
E Dopico *Co Chairperson* A Welty T Garner	M Mastropaolo *Co Chairperson* Y Perez D Beardall R Wanland

Section 4. Teacher Training Center Dade Academy for the Teaching Arts (DATA)

~~A unique and exciting inservice teacher training project has been developed jointly by the Pittsburgh school system and the Pittsburgh Federation of Teachers. This project, which has engendered national attention and has been observed first hand by representatives of the school system and the Union, presents an opportunity for enhancing inservice teacher education in Dade County.~~

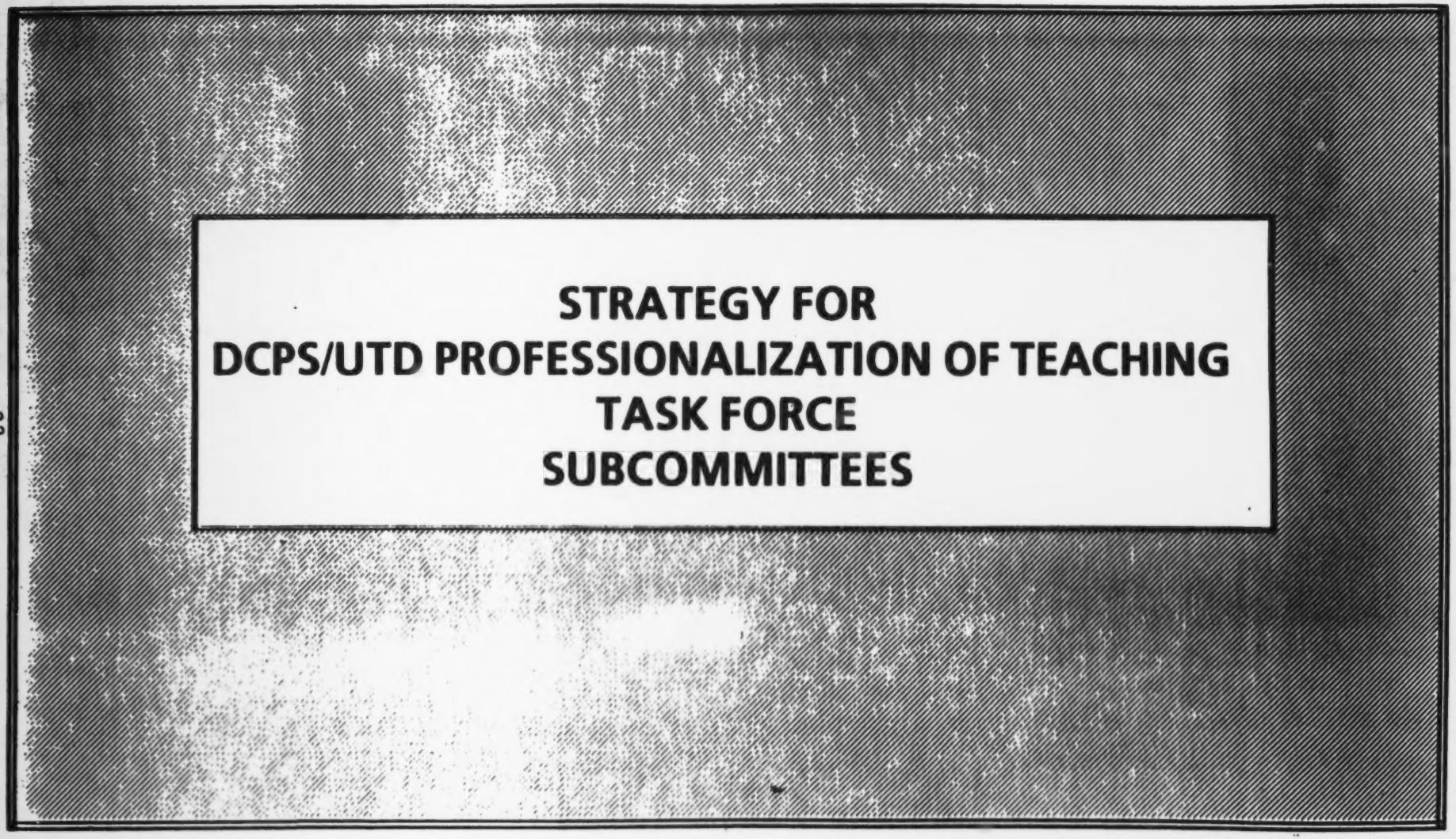
The Dade Academy for the Teaching Arts (DATA) has been established for the purpose of stimulating professional growth. DATA provides teachers with the opportunity to participate in a planned program of seminars, clinics, externships, and independent study. Its major objectives are to: update and expand content/subject area knowledge, broaden professional perspectives, and refine and enhance instructional skills.

Section 6. Sabbatical Leave

As an additional incentive to attract and retain the most qualified teachers, a study will be made of the various alternatives that could enable DCPS to offer some type of sabbatical leave program in the future.

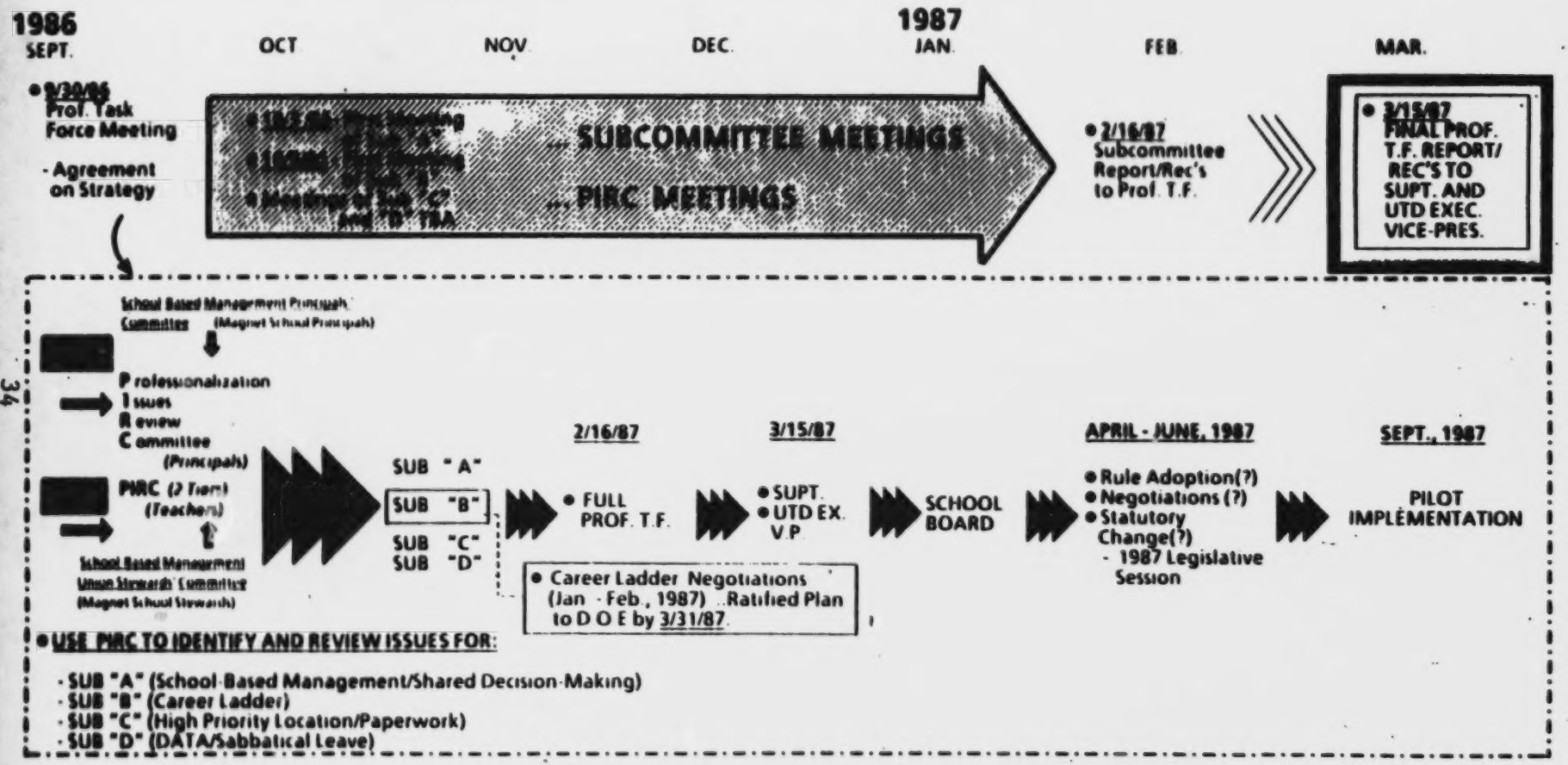
SECTION V

STRATEGY FOR DCPS/UTD PROFESSIONALIZATION OF TEACHING TASK FORCE SUBCOMMITTEES

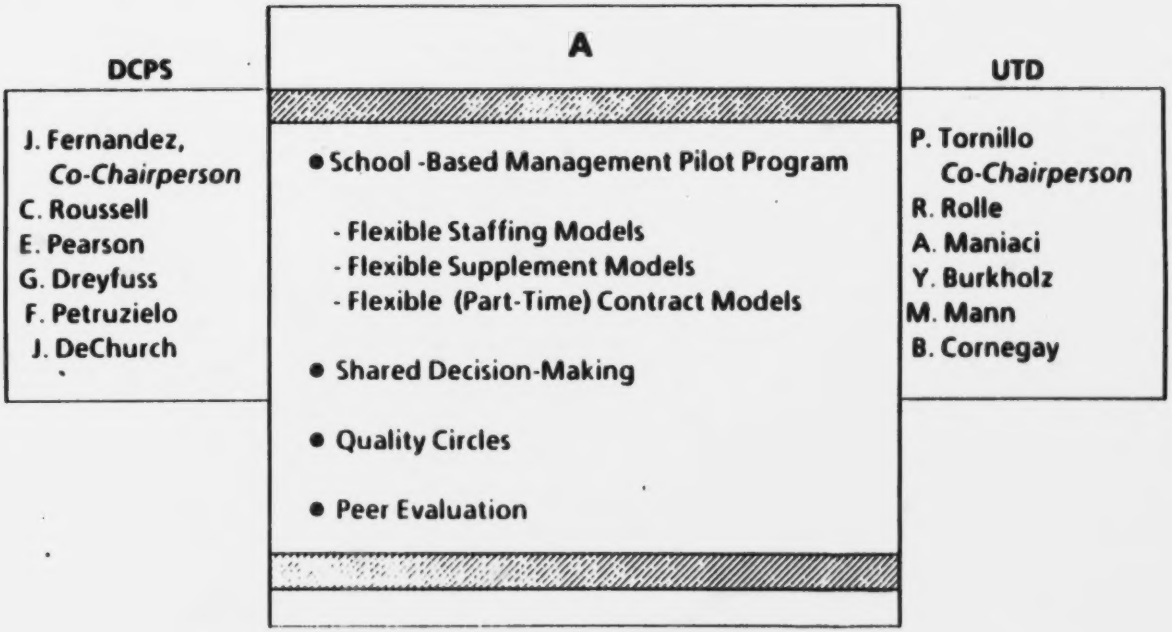

STRATEGY FOR
DCPS/UTD PROFESSIONALIZATION OF TEACHING
TASK FORCE
SUBCOMMITTEES

S-T-R-A-T-E-G-Y

DCPS/UTD PROFESSIONALIZATION OF TEACHING TASK FORCE SUBCOMMITTEES



STRATEGY FOR SUBCOMMITTEE "A"
OF DCPS/UTD PROFESSIONALIZATION OF TEACHING TASK FORCE
(SCHOOL-BASED MANAGEMENT/SHARED DECISION-MAKING)



SCHOOL-BASED MANAGEMENT/SHARED DECISION-MAKING

GOALS/PRINCIPLES

WHERE ARE WE NOW?

HOW WILL WE KNOW WHEN WE HAVE ARRIVED WHERE WE WANT TO BE?

- Determination of educational objectives is made by the persons associated with the school (e.g.: administration, staff, community, students).
- Allocation of funds to schools is based on student needs.
- There is appropriate utilization of allocated funds at the schools.
- There is school level determination of the system for delivery of instruction/services.
- Community/business/parent participation.
- _____
- _____

SCHOOL-BASED MANAGEMENT/SHARED DECISION-MAKING

PHILOSOPHY

School-Based Management/Shared Decision-Making (SBM/SDM) is more than just budget decentralization, although this is a major factor in decentralizing decision-making processes from the central and/or area offices to the school level. These decision-making processes would include curriculum planning, program planning in general, collegial decision-making, and comprehensive planning as a vehicle for improving school-centered programs and for establishing priorities. SBM/SDM is a focusing of the full resources of the school system on the school level, and allowing decisions to take place at this level so that the best education possible can be realized for all students.

MAJOR GOALS OF SCHOOL-BASED MANAGEMENT/SHARED DECISION-MAKING

SBM/SDM will provide:

- Increased focus of school district resources and increased shared decision-making at the school level.
- Greater flexibility in budget development and management.
- Increased collegial planning and implementation of the instructional program and delivery system.
- Greater opportunities for flexible scheduling and staffing.
- Increased teacher involvement in staff development activities.
- Increased opportunities for community, business, and parent participation.

SCHOOL-BASED MANAGEMENT/SHARED DECISION-MAKING

MAJOR PLANNING ELEMENTS OF SCHOOL-BASED MANAGEMENT PILOT PROGRAM

- **Participation**

  a) 20 elementary, middle/junior high, and senior high schools plus 12"magnet schools".
  b) Selection Process ?

- **Training Program for Participating Administrators and Faculties**

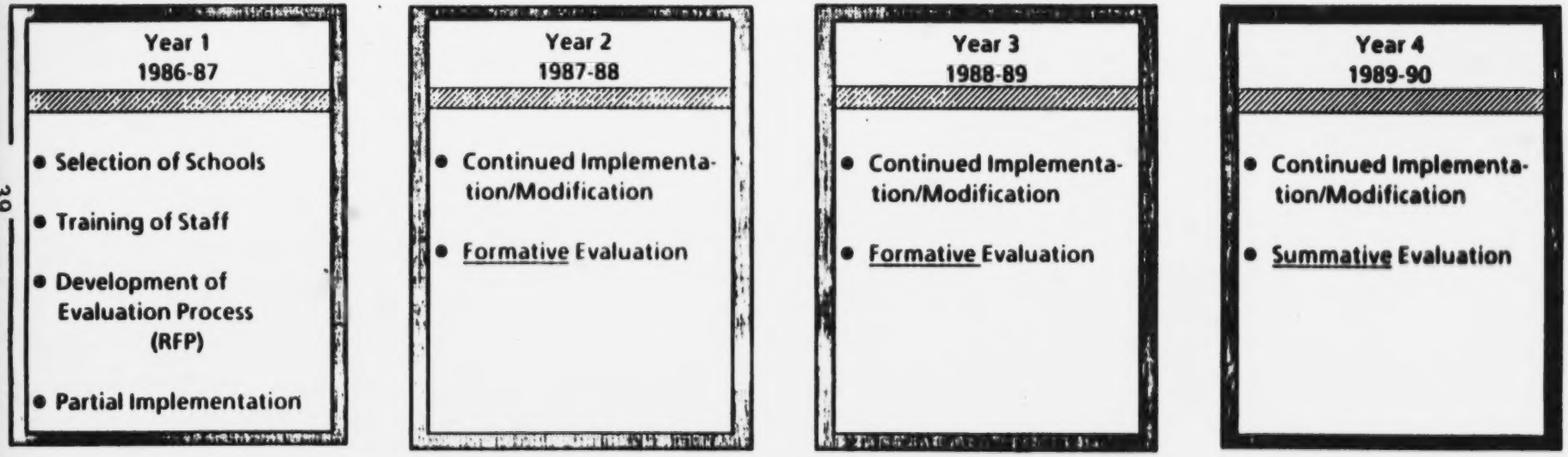
  a) Content?
  b) Delivery System?
  c) Timeframes?

- **Formative and Summative Evaluation** (RFP)

  a) Must be built into program design for accurate reporting.
  b) Frequency?
  c) Scope?

SCHOOL-BASED MANAGEMENT/SHARED DECISION-MAKING

FOUR-YEAR IMPLEMENTATION PLAN: SCHOOL-BASED MANAGEMENT PILOT PROGRAM



SCHOOL-BASED MANAGEMENT/SHARED DECISION-MAKING

SCHOOL-BASED MANAGEMENT PRINCIPALS' COMMITTEE--MAGNET SCHOOL PRINCIPALS

MEMBERSHIP

- Chairperson: *Dr. Gerald Dreyfuss*
- Elementary Principals (6)
  - *Dr. Rasamma Nyberg* (R. R. Moton)
  - *Dr. Ida Whipple* (Perrine)
  - *Mr. Robert Thomas* (Rainbow Park)
  - *Ms. Lottie Downie* (South Miami)
  - *Dr. Roberta Granville* (Sunset)
  - *Mr. Frederick Morley* (Charles R. Drew)
- Middle/Junior High Principals(4)
  - *Dr. Marshall Stearns* (Horace Mann)
  - *Mr. John Gilbert* (Norland Middle)
  - *Mr. Henry Pollock* (South Miami)
  - *Mr. Elliott Berman* (Southwood)
- Senior High Principals (2)
  - *Dr. George Koonce, Jr.* (Miami Northwestern)
  - *Dr. Warren Burchell* (South Miami)

SCHEDULED MEETINGS
10:00 a.m. --Thursdays
Portable 2, Staff Development

- October 16, 1986
- October 23, 1986
- November 6, 1986
- November 13, 1986
- November 20, 1986
- December 4, 1986
- December 11, 1986
- December 18, 1986
- January 8, 1987
- January 15, 1987
- January 22, 1987
- January 29, 1987

OBJECTIVES

#1	Review all aspects of the School-Based Management Pilot Program from a principal's viewpoint.
#2	Recommend solutions to various impediments to school based management

SCHOOL-BASED MANAGEMENT/SHARED DECISION-MAKING

SCHOOL-BASED MANAGEMENT UNION STEWARDS' COMMITTEE--MAGNET SCHOOL STEWARDS

MEMBERSHIP

- Chairperson: *Mr. Roland Rolle*

- Elementary Stewards (6)
  - *Mr. Al Beasley* (R. R. Moton)
  - *Ms. Marcelline Sullivan* (Perrine)
  - *Ms. Willie Mae Williams* (Rainbow Park)
  - *Ms. Betty Melton* (South Miami)
  - *Mr. Benjamin Smith* (Sunset)
  - *Ms. Shirley Frederick* (Charles R. Drew)

- Middle/Junior High Stewards (4)
  - *Ms. Nancy Gore* (Horace Mann)
  - *Ms. Juanita Stafford* (Norland Middle)
  - *Ms. Ann Colman* (South Miami)
  - *Ms. Doris Granberry* (Southwood)

- Senior High Stewards (2)
  - *Ms. Cheryl McLeod* (Miami Northwestern)
  - *Mr. Stanley Dominick* (South Miami)

SCHEDULED MEETINGS

- October 20, 1986
  Monday, 1:00 p.m.
  UTD Headquarters
  2929 SW 3 Avenue
- Subsequent Meetings TBA

OBJECTIVES

#1	Review all aspects of the School-Based Management Pilot Program from a Union steward's viewpoint.
#2	Recommend solutions to various impediments to school-based management.

SCHOOL-BASED MANAGEMENT/SHARED DECISION-MAKING

PIRC ISSUES -- SUBCOMMITTEE "A"

MEMBERSHIP -- UNION PIRC

- Chairperson: *Mr. Murray Sisselman*

- SUB "A" Rep: *Ms. Merri Mann*
- SUB "B" Rep: *Ms. Genevieve Yarnold*
- SUB "C" Rep: *Mr. Fred Wallace*
- SUB "D" Rep: *Ms. Marie Mastropaolo*

- Elementary(5)
  - *Mr. William Koch* (Chapman)
  - *Mr. James Keys* (Gulfstream)
  - *Ms. Shirley Johnson* (Palm Springs North)
  - *Ms. Gwendolyn Haynes* (Charles Hadley)
  - *Mr. Arnold Pakula* (Highland Oaks)

- Middle/Junior High (3)
  - *Ms. Millie Caballero-Matusow* (Campbell Drive Middle)
  - *Ms. Ana Casas* (North Dade)
  - *Mr. Russ Feldman*, TSA (SBAB)

- Senior High (2)
  - *Mr. John Maher* (Miami Killian)
  - *Ms. Barbara Goldman*, TSA (SBAB)

- Vocational (1)
  - *Ms. Jessie Thrasher* (Miami Lakes Technical Education Center)

SCHEDULED MEETINGS

- October 14, 1986
  Tuesday, 1:00 p.m.
  UTD Board Room
- Subsequent Meetings
  TBA

OBJECTIVES

- Identify and review issues for:
  - SUB "A" (School Based Management/Shared Decision-Making)
  - SUB "B" (Career Ladder)
  - SUB "C" (High Priority Location/Paperwork)
  - SUB "D" (DATA/Sabbatical Leave)

SCHOOL-BASED MANAGEMENT/SHARED DECISION-MAKING

PIRC RESPONSIBILITIES

- Gain consensus on the goals/principles of the School-Based Management/Shared Decision-Making initiative.
- Develop for review and approval of Subcommittee "A" a proposed model and format for initiating change and/or modifying current practices/procedures, in keeping with School-Based Management/Shared Decision-Making goals/principles.
- Using the approved model and format, develop sample School-Based Management/Shared Decision-Making proposals for:

  (a) Review and approval by Subcommittee "A"; and ,

  (b) Review by principals and faculties desiring to submit proposals for participation in the School-Based Management Pilot Program.

- Review a bibliography (to be developed by the Bureau of Staff Development) of current literature and research on school-based management, shared decision-making, quality circles, and peer evaluation for:

  (a) Review and approval by Subcommittee "A"; and,

  (b) Utilization by principals and faculties desiring to submit proposals for participation in the School-Based Management Pilot Program.

SCHOOL-BASED MANAGEMENT/SHARED DECISION-MAKING

MODEL/ FORMAT FOR INITIATING CHANGE AND/OR MODIFYING CURRENT PRACTICES/PROCEDURES

(Example Below)

ISSUE/PRACTICE/PROCEDURE
- Evaluation of Instructional Staff ("Peer Evaluation")

CURRENT STATUS
- Department Heads make classroom observations but are prohibited from using the official TADS observation form

LEGAL/CONTRACTUAL AUTHORITY CITATIONS
- DCPS/UTD Labor Contract - Art XIII - Evaluation (Paragraph 2, p 30); "Procedures for Teacher Observation and Teacher Evaluation" p 1-7, and, Appendix E- Salary Supplements (Sec B, p 154)

PROPOSAL
- Authorize Department Heads and Grade Level Chairpersons to use the official TADS observation form in assessing and improving the performance of colleagues in their departments/grades

RATIONALE/HYPOTHESIS

(How/why this proposal relates to the school-based management/shared decision-making program goals/principles and/or "professionalization of education" objectives)

- Adding this important supervisory responsibility to the current duties of Department Heads/Grade Level Chairpersons will substantially enhance the professional roles of instructional staff members who serve in these capacities. This is consistent with major conclusions in the Carnegie Report ("A Nation Prepared: Teachers for the 21st Century") and a number of other national reports on educational reform; specifically ,the recommendation that" lead teachers guide and influence the activity of others, ensuring that the skill and energy of their colleagues is drawn on as the organization improves its performance "

EDUCATIONAL IMPACT

(How this proposal will improve the delivery of educational services)
- This will result in a signficant improvement in the process of observing and evaluating the teaching performance of instructional personnel. It will significantly increase the number of trained professionals involved in the assessment process, thereby providing closer and more frequent supervision of student instruction than is now possible.

PROCESS FOR REVIEW, APPROVAL, IMPLEMENTATION, AND EVALUATION
- Review of proposed deviation from current DCPS/UTD labor contract provisions regarding Department Heads/ Grade Level Chairpersons (Labor-Mgt Committee)
- Superintendent's Recommendation to School Board
- School Board Approval
- Individual School Implementation
- Evaluation

SECTION VI

REQUESTS FOR PROPOSALS TO PARTICIPATE IN SCHOOL-BASED MANAGEMENT PILOT PROGRAM

D R A F T

(...to be on "Professionalization" stationery)

M E M O R A N D U M

December 1, 1986

TO: All Principals
All Teachers

FROM: Joseph A. Fernandez
Deputy Superintendent of Schools

Pat L. Tornillo, Jr.
UTD Executive Vice President

SUBJECT: REQUEST FOR PROPOSALS TO PARTICIPATE IN SCHOOL-BASED MANAGEMENT PILOT PROGRAM

The purposes of this memorandum are:

- To provide principals and teachers with a status report regarding the deliberations of the labor-management subcommittee which we co-chair on the issues of SCHOOL-BASED MANAGEMENT, SHARED DECISION-MAKING, QUALITY CIRCLES, and PEER EVALUATION; and,
- To request each interested principal and faculty to submit a specific proposal for participation in the SCHOOL-BASED MANAGEMENT PILOT PROGRAM.

STATUS REPORT

The Professionalization of Teaching was one of the major issues addressed during 1986 collective bargaining with the United Teachers of Dade (UTD). Together, DCPS and UTD agreed on the desirability and urgency of developing a wide range of educational and managerial strategies into a comprehensive professionalization program to be implemented throughout the school district. This agreement was approved by the School Board at its September 17, 1986 meeting and was subsequently ratified by an overwhelming percentage of UTD bargaining unit members.

One of the first steps of this initiative involved the establishment of managerial and Union Professionalization Issues Review Committees (PIRC's) which, in turn, triggered the work of four labor-management subcommittees set up to study the many components of professionalization. Subcommittee findings and recommendations will ultimately be reported to the full Professionalization of Teaching Task Force, co-chaired by the Superintendent of Schools and UTD's Executive Vice President.

The managerial PIRC (elementary, middle/junior high, and senior high school principals) and the Union PIRC (teachers, counselors, media specialists, department heads, grade level chairpersons, etc.) subsequently assisted the SCHOOL-BASED MANAGEMENT/SHARED DECISION-MAKING SUBCOMMITTEE in the following manner:

- Gained consensus on the goals/principles of the School-Based Management/ Shared Decision-Making initiative.

- Developed for review and approval of the Subcommittee a proposed model and format for initiating change and/or modifying current practices/ procedures, in keeping with School-Based Management/Shared Decision-Making goals/principles.

- Using the approved model and format, developed sample proposals for:

  (a) Review and approval by the Subcommittee; and,

  (b) Review by principals and faculties desiring to submit proposals for participation in the School-Based Management Pilot Program.

- Reviewed a bibliography (developed by the Bureau of Staff Development) of current literature and research on school-based management, shared decision-making, quality circles, and peer evaluation for:

  (a) Review and approval by the Subcommittee; and,

  (b) Utilization by principals and faculties desiring to submit proposals for participation in the School-Based Management Pilot Program.

REQUEST FOR PROPOSALS

(...to be developed by PIRC's and finalized by the SCHOOL-BASED MANAGEMENT/SHARED DECISION-MAKING SUBCOMMITTEE)

Joseph A. Fernandez

Pat L. Tornillo, Jr.

JAF/PLT/FRP:mh

cc: Dr. Leonard Britton
Associate Superintendents
Executive Assistant Superintendents
Assistant Superintendents
Area Superintendents
Executive Directors
Area Directors

SCHOOL-BASED MANAGEMENT/SHARED DECISION-MAKING

ACTIVITIES / TIMEFRAMES

(10/86) • DCPS and UTD PIRC meetings, School Based Management Principals' Committee Meetings

↓

(11/86) • Subcommittee "A" review of PIRC's recommendations regarding consensus on goals/principles; model and format for initiating change and/or modifying current practices/procedures; sample proposals, and, bibliography of current literature/research.

↓

(12/86 - 1/87) • Solicitation of proposals from interested principals and faculties, requiring each to: (a) focus on the identified issues; and, (b) utilize the prescribed format

↓

(2/87) • Subcommittee "A" review of all proposals received and recommendations for selection of schools to participate

↓

(2/16/87) • Subcommittee "A" final report/recommendations to full Professionalization Task Force, Superintendent, Board, etc.

↓

(3/87 - 8/87) • Training of pilot school staffs

↓

(9/87) • Initial implementation

47

WHY THIS APPROACH?

- INSURES THAT THERE WILL BE LEGAL/CONTRACTUAL AUTHORITY FOR DEVIATIONS FROM CURRENT BOARD POLICY AND/OR LABOR CONTRACT PROVISIONS.

- ESTABLISHES A CLEAR AND DEFENSIBLE FRAMEWORK FOR FORMATIVE AND SUMMATIVE EVALUATION OF EACH ASPECT OF THE PILOT PROGRAM.

- ENCOURAGES MULTIPLE, INDIVIDUALIZED APPROACHES/MODELS FOR ADDRESSING SPECIFIED SCHOOL-BASED MANAGEMENT/ SHARED DECISION-MAKING ISSUES.

- ESTABLISHES AN ACCEPTABLE PROCEDURE FOR :

  (A) FRAMING SCHOOL BASED MANAGEMENT/SHARED DECISION MAKING ISSUES,

  (B) PROPOSING NEW AND/OR MODIFIED PRACTICES AND PROCEDURES, AND,

  (C) REVIEWING, APPROVING, IMPLEMENTING, AND EVALUATING SUCH INITIATIVES

TO: DREYFUSS
FROM: FERNANDE
SUBJECT: SCHOOL-BASED MGMT/SHARED DECISION MAKING

DATE: 01/30/87
TIME: 09:32:21

OFFICE OF DEPUTY SUPERINTENDENT

M E M O R A N D U M

JAF/86-87/#368
JANUARY 30, 1987

TO: ALL ELEMENTARY SCHOOL PRINCIPALS AND UTD STEWARDS
ALL SECONDARY SCHOOL PRINCIPALS AND UTD STEWARDS
ALL VOCATIONAL/TECHNICAL CENTER PRINCIPALS AND UTD STEWARDS
ALL ADULT EDUCATION CENTER PRINCIPALS AND UTD STEWARDS

FROM: JOSEPH A. FERNANDEZ, CO-CHAIRPERSON
PROFESSIONALIZATION OF TEACHING TASK FORCE SUBCOMMITTEE "A"
(SCHOOL-BASED MANAGEMENT/SHARED DECISION MAKING)

68 1 - 05 23,23

PAT L. TORNILLO, CO-CHAIRPERSON
PROFESSIONALIZATION OF TEACHING TASK FORCE SUBCOMMITTEE "A"
(SCHOOL-BASED MANAGEMENT/SHARED DECISION MAKING)

SUBJECT: REQUEST FOR PROPOSALS TO PARTICIPATE IN SCHOOL-BASED MANAGEMENT/SHARED DECISION MAKING PILOT PROGRAM

BEFORE ANY COLLECTIVE DECISIONS ARE MADE BY SCHOOL FACULTIES AND ADMINISTRATIVE STAFF WHETHER OR NOT TO SUBMIT A PROPOSAL TO PARTICIPATE IN THE "SCHOOL-BASED MANAGEMENT/SHARED DECISION MAKING" PILOT PROGRAM, EVERY FACULTY MUST VIEW THE VIDEOTAPE OF THE BROADCAST ON "SCHOOL-BASED MANAGEMENT/SHARED DECISION MAKING".

IF YOUR FACULTY HAS NOT YET HAD AN OPPORTUNITY TO VIEW THE BROADCAST, TAPES ARE AVAILABLE THROUGH MR. RAY DUNNELL, DIVISION OF MEDIA, AT

68 . - 05 23,23

85 BEST COPY AVAILABLE

376-2165.

MANY PRINCIPALS AND STEWARDS ARE CONCERNED ABOUT THE TERM "CONSENSUS". FOR THE PURPOSE OF THIS PILOT PROGRAM, WE ARE INTERPRETING "CONSENSUS" TO MEAN TWO-THIRDS OR MORE OF THE FACULTY WISHING TO PARTICIPATE IN THE PILOT PROGRAM.

THERE HAVE BEEN NUMEROUS REQUESTS FOR ADDITIONAL TIME TO COMPLETE THE PROPOSALS. THEREFORE, WE ARE EXTENDING THE DEADLINE FROM FEBRUARY 23, 1987 TO MARCH 31, 1987. THIS WILL ALLOW ADDITIONAL TIME FOR THE PRINCIPALS AND FACULTIES WHO WISH TO PARTICIPATE, TO DEVELOP THE PROPOSAL. IF THERE ARE ANY QUESTIONS REGARDING THIS, PLEASE CONTACT THE OFFICE OF THE DEPUTY SUPERINTENDENT OF SCHOOLS AT 376-1407.

JAF:NMV

CC: DR. LEONARD BRITTON

5B[redacted] – 05 23,23

CC: MR. THOMAS A. CERRA
AREA SUPERINTENDENTS
DR. GERALD O. DREYFUSS
DR. FRANK PETRUZIELO

5B[redacted]

BEST COPY AVAILABLE

MEMORANDUM

JF/#399/87
January 13, 1987

TO: All Principals

FROM: James Fleming, Associate Superintendent
Bureau of Administrative Operations

SUBJECT: SCHOOL-BASED MANAGEMENT/SHARED DECISION-MAKING BROADCAST

In order to assist principals and their faculties better understand the School-Based Management/Shared Decision-Making Pilot Program concept and proposal for participation, a one-hour video has been produced. It will be broadcast over WLRN, Channel 17 on:

Tuesday, Jan. 20, 2:40 - 3:40 p.m. for senior high schools
Tuesday, Jan. 20, 4:10 - 5:10 p.m. for junior high schools
Friday, Jan. 23, 3:10 - 4:10 p.m. for elementary schools

While the above times could be used for faculty meeting showings, it is strongly suggested that schools also videotape the broadcast for possible showing at alternative times which may be more convenient to all or some of the faculty (e.g. early in the morning or for another day) and/or for use with parents, business people, and others having an interest in the project. For this reason a preview showing of the tape will be broadcast on:

Friday, Jan. 16, 3 - 4 p.m.

Should any schools wish a copy of the videotape, call Ray Dunnell of the Division of Media Programs 376-2165. Questions about the broadcast should be referred to Lynn Shenkman of the Department of News and Media Relations (376-1355).

LS:JF:dp

cc:
Dr. Leonard Britton
Dr. Joseph A. Fernandez
Mr. Pat Tornillo
Executive Council
Mr. Don McCullough
Ms. Lynn Shenkman
Mr. Ray Dunnell

87

MEMORANDUM

January 13, 1987

TO: All Principals

FROM: Don MacCullough, Executive Director
Division of Media Programs

SUBJECT: DEVELOPMENT OF SCHOOL BASED MANAGEMENT PROPOSALS

Principals who plan to integrate media/computers/instructional technology in their School Based Management Proposal as a means to increase learning/teaching productivity and make more efficient use of staff allocations are invited to contact the Division of Media Programs for assistance.

The use of instructional technology has been the key element in improving the productivity of the educational and training programs now operating successfully in business and industry. There is ample reason to believe that similar uses of instructional technology in elementary and secondary schools can result in:

- more productive use of the time teachers and students are in contact;
- an ability to redirect the energies of teachers to those activities that are most productive for teaching and learning;
- increased ability to individualize instruction;
- more cost effective use of instructional and support staff by varying group size to the needs of the specific learning tasks.

In the limited time available to prepare the school based management proposal the Division of Media Programs hopes to provide assistance both to individual principals and at least one group presentation. Principals wishing Division of Media Programs assistance should contact me at 376-2259 as soon as possible.

If you cannot contact me directly, please leave a message indicating your interest in obtaining assistance in the development of your School Based Management Proposal.

DM/ck
101.12

cc: Mr. Paul W. Bell
Dr. Gerald Dreyfuss
Area Superintendents

M E M O R A N D U M January 13, 1987

TO: All Elementary School Principals and UTD Stewards
All Secondary School Principals and UTD Stewards
All Vocational/Technical Center Principals and UTD Stewards
All Adult Education Center Principals and UTD Stewards

FROM: Joseph A. Fernandez, Co-Chairperson
Professionalization of Teaching Task Force Subcommittee "A"
(School-Based Management/Shared Decision-Making)

Pat L. Tornillo, Jr., Co-Chairperson
Professionalization of Teaching Task Force Subcommittee "A"
(School-Based Management/Shared Decision-Making)

SUBJECT: REQUEST FOR PROPOSALS TO PARTICIPATE IN SCHOOL-BASED MANAGEMENT/SHARED DECISION-MAKING PILOT PROGRAM

The purposes of this memorandum are to:

- Provide principals and teachers with a status report regarding the deliberations of the Professionalization Task Force subcommittee which we co-chair on the issues of school-based management and shared decision-making; and,

- Request each interested principal and faculty to submit a specific proposal for participation in the School-Based Management/Shared Decision-Making (SBM/SDM) Pilot Program.

BACKGROUND

The professionalization of teaching was the major focus of 1986 collective bargaining between representatives of the School Board and the United Teachers of Dade (UTD). Together, DCPS and UTD agreed on the desirability and urgency of developing a wide range of educational and managerial strategies into a comprehensive professionalization program to be implemented throughout the school district. This agreement was unanimously approved by the School Board at its September 17, 1986 meeting and was subsequently ratified on September 29, 1986 by an overwhelming percentage of UTD bargaining unit members.

One of the first steps of this initiative involved the establishment of managerial and Union Professionalization Issues Review Committees (PIRC's), which were formulated to assist four labor-management subcommittees set up to study the many components of professionalization. We co-chair the subcommittee studying school-based management and shared decision-making (Subcommittee "A"). In addition, separate committees of magnet school principals and Union stewards were established to review all aspects of school-based management, recommend solutions to various impediments to school-based management, and develop shared decision-making models for use in schools selected for participation in the SBM/SDM Pilot Program.

The findings and recommendations of the four labor-management subcommittees will be reported to the full Professionalization of Teaching Task Force, co-chaired by the Superintendent of Schools and UTD's Executive Vice President, and will ultimately be considered by the School Board and the Union during the Spring of 1987 for subsequent implementation. Attachment #1 reflects membership of the Professionalization of Teaching Task Force, the four labor-management subcommittees, the PIRC's for management and the Union, and the magnet school principal and steward committees.

STATUS REPORT - SUBCOMMITTEE "A"

As indicated above, Subcommittee "A" is being assisted by the managerial and Union PIRC's, as well as the magnet school principal and steward committees. Included below is a summary of their activities to date.

1. UPDATE: Professionalization Issues Review Committees (PIRC's)

   The managerial PIRC (elementary, middle/junior high, and senior high school principals) and the Union PIRC (teachers, counselors, media specialists, department heads, grade level chairpersons, educational specialists, etc.) have assisted Subcommittee "A" in the following manner:

   - Gained consensus on the philosophy and goals of the SBM/SDM initiative. *[See Attachment #2]*

   - Developed for review and approval of the Subcommittee a proposed model and format for initiating change and/or modifying current practices/procedures, in keeping with the SBM/SDM philosophy and goals. *[See Attachment #3]*

   - Using the approved model and format, developed sample proposals for:

     (a) Review and approval by the Subcommittee; and,

     (b) Review by principals and faculties desiring to submit proposals for participation in the SBM/SDM Pilot Program. *[See Attachment #3]*

   - Reviewed and finalized a comprehensive bibliography (developed by the Bureau of Staff Development) of current literature and research on school-based management, shared decision-making, quality circles, and peer evaluation for:

     (a) Review and approval by the Subcommittee; and,

     (b) Utilization by principals and faculties desiring to submit proposals for participation in the SBM/SDM Pilot Program.

   This bibliography was transmitted earlier to all elementary and secondary schools; and a notebook containing copies of the most

relevant literature and research on these topics was placed in each senior high school (and in the TEC Professional Library) for use by interested principals and teachers within the feeder pattern.

II. UPDATE: School-Based Management (Magnet School) Principals' Committee

To date, the committee has held eight meetings. They have reviewed various aspects of school management to determine where necessary changes should be made in current practice and have formulated numerous recommendations in this regard.

One topic which is being studied carefully is budgetary decision-making. The committee has identified several areas where additional discretion could be provided to pilot schools, so that fiscal decision-making can be a true school-based process. Also recommended is an average dollar-based budget, which will exclude as many categorical items as possible. Training will be provided to insure appropriate and full utilization of the additional budgetary discretion by pilot school principals and faculties.

Another area of study has centered around personnel. Among various recommendations, it is being suggested that different staffing and scheduling patterns be available to pilot schools and more flexibility be authorized in the use of salary supplements.

A third area of concentration has been school operations. With the concept of a school-based, learning-centered administrative organization planned for the pilot schools, the committee is studying how various essential support services might be provided. For example, there has been a great deal of discussion regarding alternative models for provision of student services, transportation, and maintenance.

[See Attachment #5 for additional information on budgetary decision-making planned for pilot SBM/SDM schools.]

III. UPDATE: School-Based Management (Magnet School) Union Stewards' Committee

The committee has met four times. Their primary focus is shared decision-making and the development of a model(s) to be used in implementing shared decision-making at pilot schools.

Members of the committee have carefully reviewed the current literature and research on shared decision-making, quality circles, and peer evaluation, as well as a full range of relevant materials regarding school-based management.

In addition, the committee has discussed and put into place a series of activities and procedures designed to solicit, analyze, and refine teacher and administrator input on the issue of which decisions can or

should be shared decisions at the school-site level. Each participating school will develop a shared decision-making model specifically for their use, subject to approval of Subcommittee "A".

A significant amount of committee time will also be spent identifying and planning the considerable staff training which will be necessary to insure full and effective implementation of shared decision-making models in the pilot schools.

[See Attachment #6 for additional information on shared decision-making in SBM/SDM schools.]

REQUEST FOR PROPOSALS

Each school selected for participation in the SBM/SDM Pilot Program can expect to have significantly increased budgeting and staffing flexibility. Each pilot SBM/SDM school will also be expected to implement an approved model for shared decision-making. In addition, each school selected for participation in the SBM/SDM Pilot Program must comply with the application procedures specified in Attachment #3. These documents:

- Provide general information about making application for participation in the SBM/SDM Pilot Program;
- Suggest a recommended format to be used for making specific proposals; and,
- Illustrate two sample proposals (which were developed to serve as examples of proposals determined to be acceptable by Subcommittee "A").

A blank format *[See Attachment #4]* has also been included for your use. One of these must be completed for each of your school's proposals. The Subcommittee has not ruled out the possibility of selected schools submitting cluster proposals.

It is understood by the parties that many of the PIRC and magnet school principal and steward committee recommendations will make it necessary for the school district and/or the Union to make or seek changes in existing administrative directives/regulations, School Board Rules, DCPS/UTD labor contract provisions, State Department of Education rules and regulations, and, in some cases, even state statutes. This assumption also applies to each school's specific SBM/SDM proposals.

It is also understood by the parties that pilot SBM/SDM schools will receive overall levels of funding/allocation comparable to those schools not participating in the program.

Schools needing technical assistance in regard to their SBM/SDM proposals may contact the Office of the Deputy Superintendent of Schools (376-1407).

Proposals must be submitted to the Office of the Deputy Superintendent of Schools on or before February 23, 1987. After careful review of each proposal submitted, Subcommittee "A" will make its recommendations to the Professionalization of Teaching Task Force for selection of schools to participate in the SBM/SDM Pilot Program.

Joseph A. Fernandez

Pat L. Tornillo, Jr.

JAF/PLT/FRP:mh
Attachments

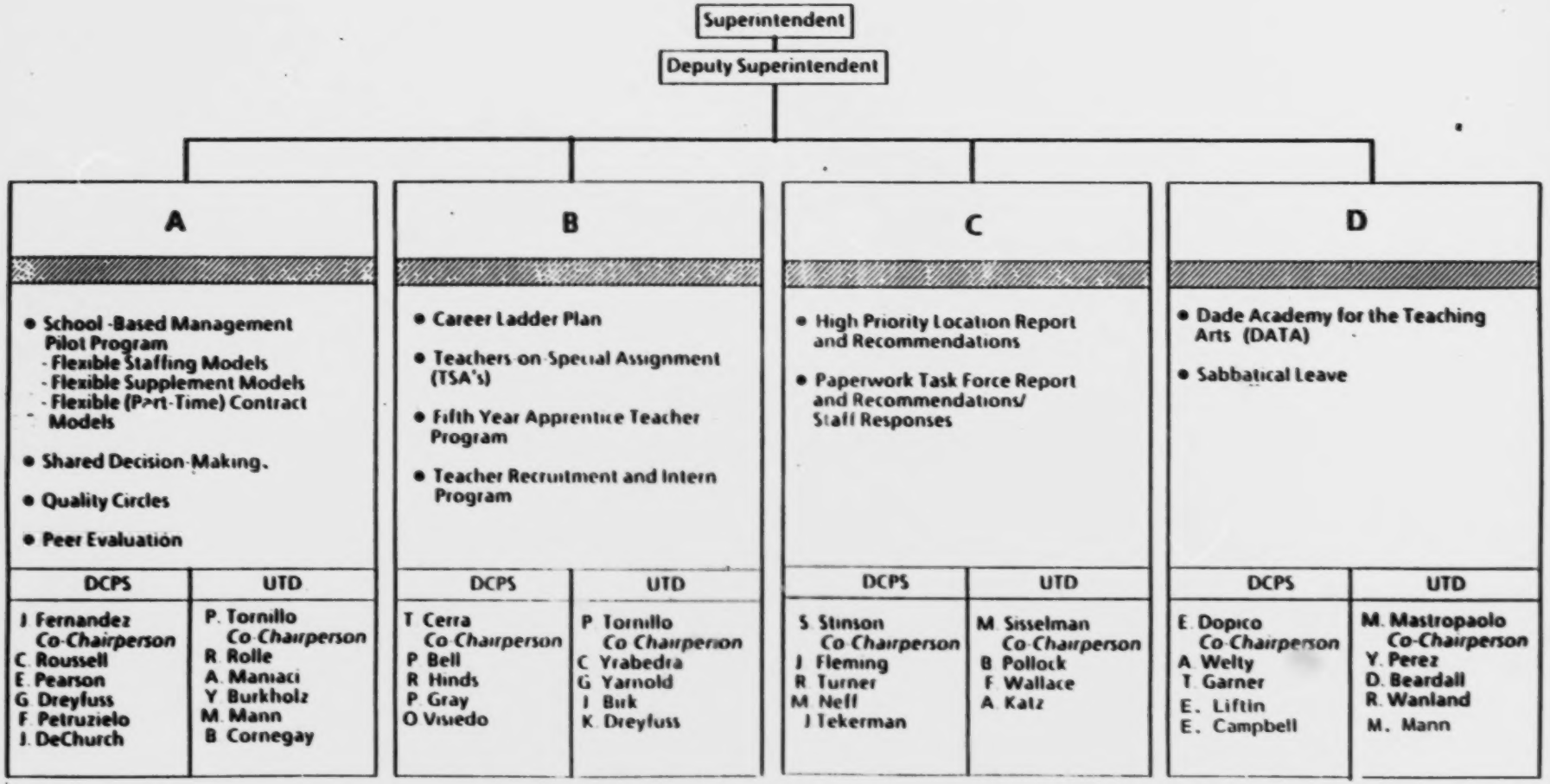
cc: Dr. Leonard Britton
Associate Superintendents
Executive Assistant Superintendents
Assistant Superintendents
Area Superintendents
Executive Directors
Area Directors

DCPS/UTD PROFESSIONALIZATION OF TEACHING TASK FORCE

DCPS	UTD
Dr. Leonard Britton DCPS Co-Chairperson	Mr. Pat L. Tornillo, Jr. UTD Co-Chairperson
Dr. Joseph Fernandez	Mr. Murray Sisselman
Dr. James Fleming	Mr. Roland Rolle
Dr. Cecile Roussell	Ms. Yvonne Burkholz
Dr. Solomon Stinson	Ms. Marie Mastropaolo
Ms. Elvira Dopico	Mr. Al Maniaci
Mr. Thomas Cerra	Ms. Merri Mann
Dr. Ray Turner	Ms. Karen Dreyfuss

DCPS/UTD PROFESSIONALIZATION OF TEACHING TASK FORCE

(ARTICLE XXXIV)



SCHOOL-BASED MANAGEMENT PRINCIPALS' COMMITTEE--MAGNET SCHOOL PRINCIPALS

- **Chairperson:** *Dr. Gerald Dreyfuss*

- **Elementary Principals (6)**
  - *Dr. Rasamma Nyberg* (R. R. Moton)
  - *Dr. Ida Whipple* (Perrine)
  - *Mr. Robert Thomas* (Rainbow Park)
  - *Ms. Lottie Downie* (South Miami)
  - *Dr. Roberta Granville* (Sunset)
  - *Mr. Frederick Morley* (Charles R. Drew)

- **Middle/Junior High Principals(4)**
  - *Dr. Marshall Stearns* (Horace Mann)
  - *Mr. John Gilbert* (Norland Middle)
  - *Mr. Henry Pollock* (South Miami)
  - *Mr. Elliott Berman* (Southwood)

- **Senior High Principals (2)**
  - *Dr. George Koonce, Jr.* (Miami Northwestern)
  - *Dr. Warren Burchell* (South Miami)

SCHEDULED MEETINGS
10:00 a.m. -- Thursdays
Portable 2, Staff Development

- October 16, 1986
- October 23, 1986
- November 6, 1986
- November 13, 1986
- November 20, 1986
- December 4, 1986
- December 11, 1986
- December 18, 1986
- January 8, 1987
- January 15, 1987
- January 22, 1987
- January 29, 1987

PROFESSIONALIZATION ISSUES REVIEW COMMITTEE --MANAGEMENT

- **Chairperson:** *Dr. Frank Petruzielo*

- **SUB "A" Rep:** *Dr. Gerald Dreyfuss*
- **SUB "B" Rep:** *Mr. Octavio Visiedo*
- **SUB "C" Rep:** *Dr. Solomon Stinson*
- **SUB "D" Rep:** *Ms. Elvira Dopico*

- **Elementary Principals (5)**
  - *Mr. Jose Carbia* (Coconut Grove)
  - *Ms. Margarita Davis* (Miami Lakes)
  - *Mr. Frederick Morley* (Charles R. Drew)
  - *Dr. Rasamma Nyberg* (R. R. Moton)
  - *Ms. Beulah Richards* (Cutler Ridge)

- **Middle/Junior High Principals (3)**
  - *Mr. Steven Ladd* (Miami Springs)
  - *Mr. Henry Pollock* (South Miami)
  - *Mr. Robert Stinson* (Mays)

- **Senior High Principals (2)**
  - *Mr. Ralph Moore* (Coral Gables)
  - *Mr. William Noble* (Hialeah-Miami Lakes)

- **Vocational (1)**
  - *Dr. Tom Coursey* (Lindsey Hopkins Technical Education Center)

- **Resource Personnel, as needed**

SCHEDULED MEETINGS
9:00 A.M. -- Tuesdays
ROOM 559, SBAB

- October 14, 1986
- October 28, 1986
- November 4, 1986
- November 11, 1986
- November 18, 1986
- November 25, 1986
- December 2, 1986
- December 9, 1986
- December 16, 1986
- January 6, 1987
- January 13, 1987
- January 20, 1987
- January 27, 1987
- February 3, 1987
- February 10, 1987
- February 17, 1987
- February 24, 1987

SCHOOL-BASED MANAGEMENT UNION STEWARDS' COMMITTEE--MAGNET SCHOOL STEWARDS

- Chairperson: *Mr. Roland Rolle*

- Elementary Stewards (6)
  - *Mr. Al Beasley* (R. R. Moton)
  - *Ms. Marcelline Sullivan* (Ferrine)
  - *Ms. Sally Silvis* (Rainbow Park)
  - *Mr. Bret Frankhauser* (South Miami)
  - *Mr. Benjamin Smith* (Sunset)
  - *Ms. Shirley Frederick* (Charles R. Drew)

- Middle/Junior High Stewards (4)
  - *Ms. Nancy Gore* (Horace Mann)
  - *Ms. Juanita Stafford* (Norland Middle)
  - *Ms. Ann Colman* (South Miami)
  - *Ms. Doris Granberry* (Southwood)

- Senior High Stewards (2)
  - *Ms. Cheryl McLeod* (Miami Northwestern)
  - *Mr. Stanley Dominick* (South Miami)

SCHEDULED MEETINGS

- October 20, 1986
  Monday, 1:00 p.m.
  UTD Headquarters
  2929 SW 3 Avenue
- Subsequent Meetings
  TBA

PROFESSIONALIZATION ISSUES REVIEW COMMITTEE -- UNION

- Chairperson: *Mr. Murray Sisselman*

- SUB "A" Rep: *Ms. Merri Mann*
- SUB "B" Rep: *Ms. Genevieve Yarnold*
- SUB "C" Rep: *Mr. Fred Wallace*
- SUB "D" Rep: *Ms. Marie Mastropaolo*

- Elementary(5)
  - *Mr. William Koch* (Chapman)
  - *Mr. James Keys* (Gulfstream)
  - *Ms. Shirley Johnson* (Palm Springs North)
  - *Ms. Gwendolyn Haynes* (Charles Hadley)
  - *Mr. Arnold Pakula* (Highland Oaks)

- Middle/Junior High (3)
  - *Ms. Millie Caballero-Matusow* (Campbell Drive Middle)
  - *Ms. Ana Casas* (North Dade)
  - *Mr. Russ Feldman*, TSA (SBAB)

- Senior High (2)
  - *Mr. John Maher* (Miami Killian)
  - *Ms. Barbara Goldman*, TSA (SBAB)

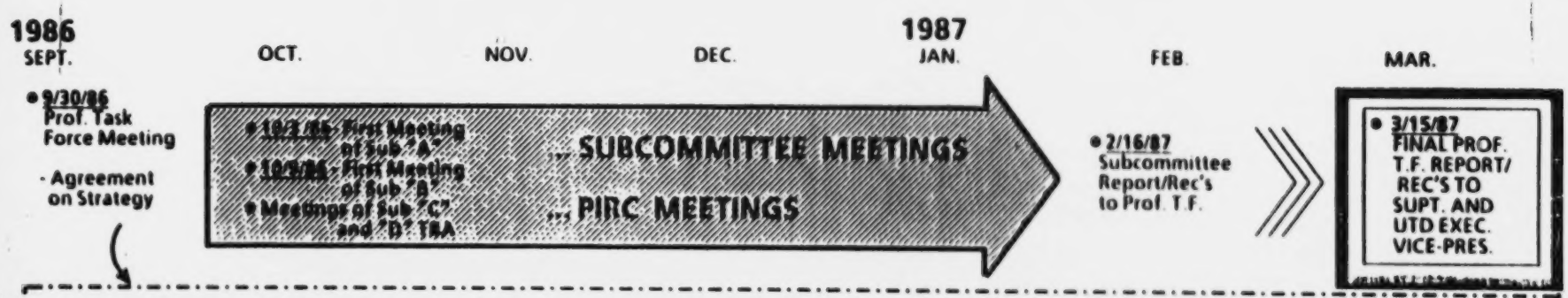
- Vocational (1)
  - *Ms. Jessie Thrasher* (Miami Lakes Technical Education Center)

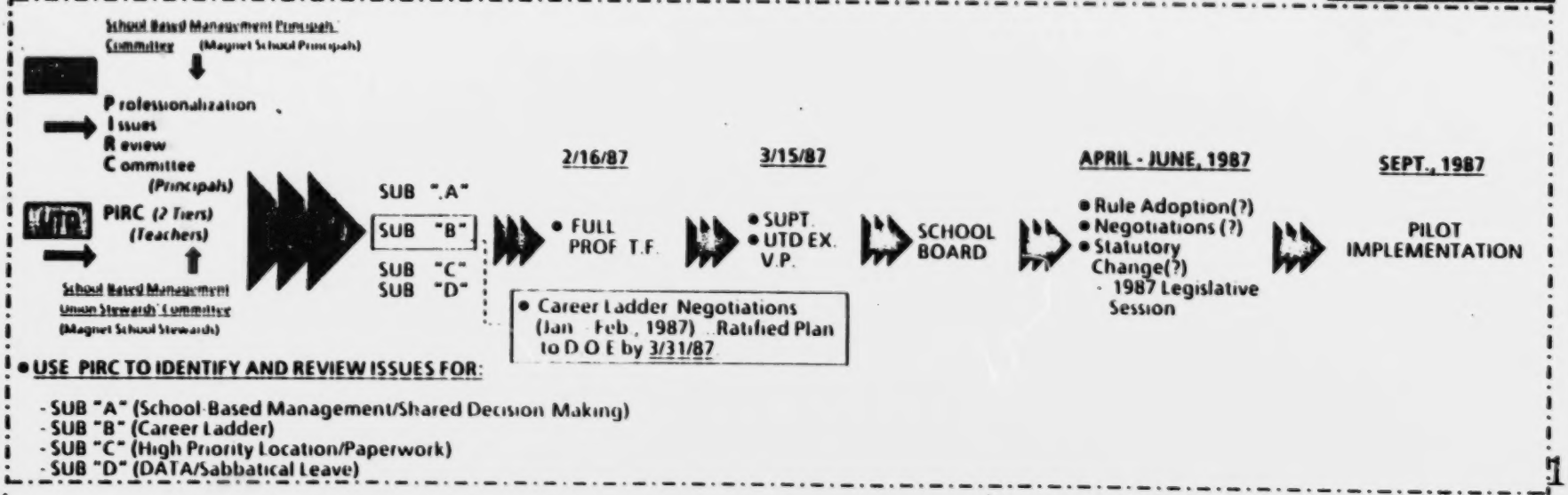
SCHEDULED MEETINGS

- October 14, 1986
  Tuesday, 1:00 p.m.
  UTD Board Room
- Subsequent Meetings
  TBA

S-T-R-A-T-E-G-Y

DCPS/UTD PROFESSIONALIZATION OF TEACHING TASK FORCE SUBCOMMITTEES




School Based Management Principals' Committee (Magnet School Principals)
Professionalization Issues Review Committee (Principals)
PIRC (2 Tiers) (Teachers)
School Based Management Union Stewards' Committee (Magnet School Stewards)
SUB "A"
SUB "B"
SUB "C"
SUB "D"
2/16/87
3/15/87
• FULL PROF T.F.
• SUPT.
• UTD EX. V.P.
SCHOOL BOARD
APRIL - JUNE, 1987
• Rule Adoption(?)
• Negotiations (?)
• Statutory Change(?)
- 1987 Legislative Session
SEPT., 1987
PILOT IMPLEMENTATION
• Career Ladder Negotiations (Jan - Feb, 1987) Ratified Plan to D O E by 3/31/87
• USE PIRC TO IDENTIFY AND REVIEW ISSUES FOR:
- SUB "A" (School-Based Management/Shared Decision Making)
- SUB "B" (Career Ladder)
- SUB "C" (High Priority Location/Paperwork)
- SUB "D" (DATA/Sabbatical Leave)

SCHOOL-BASED MANAGEMENT/SHARED DECISION-MAKING

PHILOSOPHY

School-Based Management/Shared Decision-Making (SBM/SDM) is a fundamental element of the school district's comprehensive strategy for professionalizing teaching and education. SBM/SDM is broader than just budget decentralization, although this is a major factor in shifting decision-making processes from central and/or area offices to the school level, specifically, to principals and teachers. These decision-making processes include program planning, implementation, and evaluation as vehicles for improving school-centered programs and for establishing priorities. SBM/SDM is a focusing of the full resources of the school system on the school level, allowing decisions to take place at this level so that the best education possible can be realized for all students.

GOALS

SBM/SDM will provide:

- An increased focus of school district resources and increased shared decision-making and accountability at the school level.
- Greater flexibility and responsibility in budget development and management at the school level.
- Increased collegial planning, implementation, and evaluation of the instructional program.
- Greater opportunities for flexible scheduling and staffing.
- Increased teacher involvement in staff development activities.
- Increased opportunities for community, business, student, and parent participation.

SCHOOL-BASED MANAGEMENT/SHARED DECISION-MAKING PILOT PROGRAM

PART I -- APPLICATION PROCEDURES

ACTIVITIES

1. Principal and Union Steward provide faculty with background materials and information regarding School-Based Management/Shared Decision-Making (SBM/SDM) Pilot Program. Faculty is requested to review documents available to feeder pattern schools at each senior high (and at TEC Professional Library) in preparation for: videotaped presentation developed for this purpose; and for subsequent faculty meeting(s) where school's decision to request participation in pilot program is considered. (Recommended that faculty be provided at least one week to review materials.)

   SBM/SDM background materials, including bibliography of current literature and research on school-based management, shared decision-making, quality circles, and peer evaluation are provided to faculty.

2. Faculty meeting is conducted to:

   A. Review SBM/SDM issues and related materials.

   B. Reach consensus on decision to submit request for participation in SBM/SDM pilot program.

3. Statement of intent and specific SBM/SDM proposals developed and finalized by Principal and faculty, including action(s) taken to insure consensus on decision related to participation in pilot program.

TIMELINES

JANUARY - FEBRUARY 1987

PART II -- FORMAT FOR INITIATING CHANGE AND/OR MODIFYING CURRENT PRACTICES/PROCEDURES

	EXAMPLE #1 (Secondary)	EXAMPLE #2 (Elementary)
ISSUE/PRACTICE/PROCEDURE	• Evaluation of Instructional Staff ("Peer Evaluation")	• Delivery of content area and/or special program instruction at the elementary level. (e.g. Spanish).
CURRENT STATUS	• Teachers are prohibited from using the official TADS observation form.	• Instructional time and frequency of delivery of content areas and special programs are cuhrently dictated by the Balanced Curriculum Objectives and other statements of district policy/directive.
LEGAL/CONTRACTUAL AUTHORITY/CITATIONS	• DCPS/UTD Labor Contract - Art. XIII - Evaluation (Paragraph 2, p. 30); and Procedures for Teacher Observation and Teacher Evaluation" ... p.1-7	• Pupil Progression Plan • Balanced Curriculum Objectives
PROPOSAL	• Authorize and train Lead Teachers to use the official TADS observation form in assessing and improving the performance of colleagues in their departments/grades.	• Implement flexible scheduling models for the delivery of instruction in the content areas and special programs. • Utilize existing staff, consultants and/or part-time instructors to achieve educational objectives in these areas.
RATIONALE/HYPOTHESIS (How/why this proposal relates to the school-based management/shared decision-making program philosophy and goals and/or professionalization of goals)	• This is consistent with major conclusions in the Carnegie Report ("A Nation Prepared: Teachers for the 21st Century") and a number of other national reports on educational reform; specifically, the recommendation that "...lead teachers guide and influence the activity of others, ensuring that the skill and energy of their colleagues is drawn on as the organization improves its performance."	• Educational research indicates that the amount of time students are actively engaged in learning contributes significantly to their achievement. Flexible scheduling will permit larger blocks of learning times and enhanced achievement in these areas. Implementation of this proposal will involve increased collegial planning.
EDUCATIONAL IMPACT (How this proposal will improve the delivery of educational services.)	• This will result in a signficant improvement in the process of observing and evaluating the teaching performance of instructional personnel. It will significantly increase the number of trained professionals involved in the assessment process, thereby providing closer and more frequent supervision of student instruction than is now possible.	• This delivery system should result in a significant improvement in how content area and/or special program instruction is delivered at the elementary school level by providing more time on task.

FORMAT FOR INITIATING CHANGE AND/OR MODIFYING CURRENT PRACTICES/PROCEDURES

(School-Based Management/Shared Decision-Making Pilot Program)

_____
School

_____	_____	_____
Date	Principal	UTD Steward

STATEMENT OF INTENT

(...including actions taken to insure consensus on decision to request participation.)

SHARED DECISION-MAKING MODEL

ISSUE/PRACTICE/PROCEDURE

CURRENT STATUS

LEGAL/CONTRACTUAL AUTHORITY/CITATION(S)

PROPOSAL

RATIONALE/HYPOTHESIS

EDUCATIONAL IMPACT

ATTACHMENT #5

MEMORANDUM

January 7, 1987

TO: Dr. Joseph A. Fernandez, Co-Chairperson
Professionalization of Teaching Task Force Subcommittee "A"
School Based Management/Shared Decision Making (SBM/SDM)

Mr. Pat L. Tornillo, Jr., Co-Chairperson
Professionalization of Teaching Task Force Subcommittee "A"
School Based Management/Shared Decision Making (SBM/SDM)

FROM: Gerald O. Dreyfuss, Chairperson
School Based Management Principals' Committee

RE: BUDGET CONSIDERATIONS FOR THOSE SCHOOLS SUBMITTING PROPOSALS FOR SBM/SDM PILOT PROGRAM

Essentially the budget for those schools selected as a pilot school will be received in a dollar based form, rather than in the current CASAS form which is broken into various kinds of personnel, supplies, equipment, etc.

Although additional dollars will not be supplied to pilot schools they will have additional discretionary monies which can be expended at the school level based upon the following changes which are being proposed:

1. Average dollar based system so that each principal and staff can develop their own budget utilizing average salaries for purchase of additional units or return of various types of units, i.e.: teachers, administrators, clerks, etc.

2. Fringe benefits will be included in all salary items, keeping in mind that under school based management plans more units are converted into dollars than are purchased, which would in effect free up more money for hourly and part time personnel.

3. Utilities would be included in the budget, all monies saved would be at 100%. If a school went over budget they would have to pay for the overage unless there are extenuating circumstances, i.e.: additional air conditioners, rooms, students, etc.

4. All substitute money, including pool substitute, to go to the school which could be utilized in the school budget with the understanding that schools must pay all substitute days with exception of unusual circumstances.

5. The total program will computerized which will allow principals and staff to change and modify and develop budgets utilizing the computer.

6. To the extent possible, current categorical units will be discretionary.

7. All current monies which are now considered discretionary will continue to be allocated to the schools.

8. Equivalent dollars for special services, currently at the area and district level will be redistributed to the pilot schools.

Training programs on the SBM/SDM budget will be initiated by the Office of School Based Management and the Bureau of Financial Affairs.

All of the recommendations mentioned above would be presented to the board for their approval and it may be necessary to seek changes in some administrative regulations, board rules, state department of education regulations and possibly school law.

GOD:ko

cc: Dr. Frank R. Petruzielo

PROFESSIONALIZATION OF TEACHING TASK FORCE-SUBCOMMITTEE A

SUGGESTED PROCEDURES AND GUIDELINES FOR SHARED DECISION-MAKING AT THE INDIVIDUAL SCHOOL SITE

Shared decision-making at the school site level should be viewed as a process. We could have proposed several decision-making models for you to review but we decided not to. We are recommending that each school be as innovative and creative as you wish to be in developing a shared decision-making model as part of the proposal to be one of the pilot schools. The model you develop could have everything from modifications in the present Faculty Council structure, to Quality Circles, to a shared decision-making model that no one has thought of as yet.

This process takes time. We do not expect any school to accomplish change overnight nor do we expect that your plan needs to be perfect, cast in stone, and that you cannot make mistakes, correct them, and change your plan. There is a close correlation between school-based management/budgeting and the shared decision-making process. They go hand in hand.

In the development of a plan for your school, if you decide to incorporate deviations from present School Board policy and/or contract language in the DCPS/UTD contract, please be aware that you may do so but those deviations will be recommendations to Subcommittee A, which in turn will consider requesting policy changes by the School Board and contractual changes by UTD and the School Board.

We also wish to emphasize that components for shared decision-making do not all have to be in place at the beginning of the process. Components may be added during the implementation of the models by mutual agreement of the principal and the faculty, and by submission for approval to Subcommittee A. Also changes, modifications, additions or deletions can be considered during the implementation of the plan.

Both the faculty and the principal may request assistance and help from a technical assistance team by calling the office of the Deputy Superintendent, Dr. Joseph Fernandez. This team will be available upon request to help and to assist the principal and the faculty in developing and submitting proposals for participation in the pilot program.

Training components will be available to provide faculties and principals with assistance in techniques for developing various shared decision-making models.

The following is a list of suggested items which could be included as subjects of the decision-making model at your school. All of the items may not necessarily have to be included at the same time. We wish to stress that this is a suggested list.

...more...

1) Staff Development activities
2) Provision of support services
3) Student discipline
4) Security measures and procedures
5) Maintenance and renovation needs
6) Curriculum objectives and content
7) Flexibility in instructional methodologies
8) Expenditure of funds
9) Required meetings
10) Issues of staff morale
11) Peer review/evaluation
12) Selection and retention of staff
13) Selection of materials, equipment and supplies including textbook and library materials
14) Flexibility in classloads, grouping and scheduling of students
15) Utilization of staff including paraprofessionals and other support personnel
16) Implementation of special programs (e.g., Chapter 1, Drop-out Prevention programs, Academic Excellence, etc.)
17) Procedures governing field trips, athletic programs, student performances and other outside events)
18) Teaching assignments, schedules, and room assignments
19) Any issues, matters, and/or recommendations to improve the school and its instructional program
20) Student grading guidelines and procedures for notifying parents of student progress
21) Required reports and other forms of paperwork including lesson plans; charts, gradebooks, etc.
22) Involvement of parents
23) Involvement of business
24) Other items as agreed to by the principal and faculty

The two major components in the plan which you submit will be the shared decision-making model and your specific SBM/SDM proposals. In both of these, we hope that you are as creative and innovative as you want to be.

Keep in mind that the initial submission of a school site plan does not necessarily mean that this is your final plan. The plan will be reviewed by Subcommittee A, and we will be happy to work with you on any revisions as necessary in your plan.

TO: DREYFUSS
FROM: DREYFUSS
SUBJECT: ADMINISTRATIVE TEAM - SBM

DATE: 02/23/87
TIME: 13:22:21

TO: SELECTED ADMINISTRATORS
FROM: JOSEPH A. FERNANDEZ, DEPUTY SUPERINTENDENT
BY: GERALD O. DREYFUSS, ASSISTANT SUPERINTENDENT
SUBJECT: ADMINISTRATIVE TEAM OF SPEAKERS FOR SCHOOL-BASED MANAGEMENT/ SHARED DECISION MAKING (SBM/SDM)

THERE HAVE BEEN NUMEROUS REQUESTS FROM SCHOOLS SEEKING ASSISTANCE REGARDING SCHOOL BASED MANAGEMENT/SHARED DECISION MAKING. YOU HAVE BEEN SELECTED TO SERVE ON AN ADMINISTRATIVE TEAM TO VISIT VARIOUS SCHOOLS TO DISCUSS SBM/SDM.

THERE WILL BE A MEETING ON THURSDAY, FEBRUARY 26, 1987, AT 1:30 PM, IN THE CONFERENCE ROOM, OFFICE OF SCHOOL BASED MANAGEMENT, 150 N.E. 19 ST., TRAILER "A", OF THE FOLLOWING ADMINISTRATORS WHO

6B 1 – 05 23,23

HAVE BEEN ASSIGNED TO THE ADMINISTRATIVE TEAM:
DR. JOSEPH A. FERNANDEZ
DR. GERALD O. DREYFUSS
MR. JOSEPH TEKERMAN
MR. OCTAVIO VISIEDO
DR. GEORGE KOONCE, JR.
DR. FRAZIER CHEYNEY
MR. JOSE CARBIA
MR. JOHN GILBERT
MR. CLIFFORD HERRMAN
MR. STEVEN LADD
MR. FRED MORLEY
DR. RASAMMA NYBERG
MR. DEL OLIVER
MS. PATRICIA PARHAM
MR. HENRY POLLOCK
MR. ARMANDO SANCHEZ
DR. MARSHALL STEARNS

6B

IF THERE ARE ANY QUESTIONS REGARDING THIS, PLEASE CONTACT THE OFFICE OF THE DEPUTY SUPERINTENDENT OF SCHOOLS AT 376-1407 OR DR. GERALD O. DREYFUSS, OFFICE OF SCHOOL-BASED MANAGEMENT AT 350-3097.

JAF/GOD:KO

115

TO: DREYFUSS
FROM: DREYFUSS
SUBJECT: SURVEY ON SBM/SDM

DATE: 03/05/87
TIME: 14:14:54

TO: ALL PRINCIPALS AND UTD STEWARDS
FROM: JOSEPH A. FERNANDEZ, DEPUTY SUPERINTENDENT

SUBJECT: SURVEY ON SCHOOL BASED MANAGEMENT/SHARED DECISION MAKING (SBM/SDM)

PLEASE COMPLETE THE FOLLOWING SURVEY AND SEND BY ELECTRONIC MAIL IMMEDIATELY TO USER: DREYFUSS

1. THE FACULTY HAS VIEWED THE BROADCAST ON SCHOOL BASED MANAGEMENT/SHARED DECISION MAKING

_____ YES

_____ NO

5B 1 – 05 23,23

2. THE FACULTY VOTED:

_____ YES, TO SUBMIT A PROPOSAL

_____ NO

_____ HAVE NOT VOTED YET

IF THERE ARE ANY QUESTIONS PLEASE CONTACT THE OF OF THE DEPUTY SUPERINTENDENT OF SCHOOLS AT 376-1407 OR THE OFFICE OF SCHOOL-BASED MANAGEMENT AT 350-3097.

SCHOOL NUMBER ____

SCHOOL NAME _____

PRINCIPAL _____

5B –

SECTION VII

SCHOOL-BASED MANAGEMENT/SHARED DECISION MAKING
PILOT PROGRAM PROPOSAL
OLIVER HOOVER ELEMENTARY SCHOOL

SCHOOL-BASED MANAGEMENT/
SHARED DECISION-MAKING PILOT PROGRAM PROPOSAL

OLIVER HOOVER ELEMENTARY SCHOOL

FORMAT FOR I TIATING CH. NGE AND/OR
MODIFYING CURRENT PRACTICES/PROCEDURES
(School-Based Management/Shared Decision-Making Pilot Program)

Oliver Hoover Elementary School
School

March 31, 1987	Samuel B. Jerkins	Allen Kaplan
Date	Principal	UTD Steward

STATEMENT OF INTENT
(...including actions taken to insure consensus on decision to request participation.)

It is the intent of the staff at Oliver Hoover Elementary School to become involved in those areas of decision making that affect the day to day operation of the school and impact on their lives. These areas will include but not be limited to budget, curriculum, scheduling, differentiated staffing, maintenance and safety of the school buildings and grounds, the various aspects of student services and effective teaching methods and procedures. Our staff is concerned and inquisitive. They do not hesitate to try something that is new and challenging. They welcome the opportunity to work closely together on projects that will have impact upon the total school. It is this inquisitive and cooperative nature that led our faculty to vote, by secret ballot, to express our eagerness to become one of the schools selected to participate in the School Based Management/ Shared Decision Making Pilot Program.

Upon receipt of the memo prepared jointly by Dr. Joseph Fernandez and Mr. Pat T. Tornillo regarding this pilot program, it was reviewed by the school administration and the U.T.D. Steward. The idea was then shared with members of the Faculty Council for their consideration. After much discussion the Faculty Council decided to present the document to all members of the faculty. Members of the Faculty Council received copies of the document to study closely and to introduce it to the groups they represented. After the Faculty Council members had spoken with the members of their respective groups, the document was brought forth at a faculty meeting. Many questions about the project were raised and discussed. There followed a closed ballot vote. As a result of the definitively positive vote by the staff, the size of the Faculty Council was increased to insure greater representation of all interests. Many ideas for proposals were generated and discussed and the following were decided upon as priority areas for consideration.

SHARED DECISION-MAKING MODEL

Conclusions drawn from the literature on the following subjects: effective schools, innovation implementation and school organization suggest that if there is to be significant progress made in the area of school improvement the arena for that change must be the school site itself. Since each school is a unique microc an inverted-pyramid organizational structure which maximizes local decision-making and responsibility would appear the preferred means of evolving solutions for school-specific problems or concerns.

Once the considerable responsibility and authority for determining the exact means for increasing academic performance, such as curricular and instructional decisions and allocation of building resources is shifted to the school, a manage ment process must evolve. Careful consideration should be given to how decisions are made, how time and resources are spent, and how professional educators relate to each other and their students. At present there is much knowledge, expertise and talent which lies untapped and unrecognized at the school site.

An essential element in an effective school is a shared mission and a vision of how it can be accomplished. This can only result from a school climate that encourages participation, interaction, support and a belief in shared ownership of decisions and open communication among staff members.

The administration and staff of Oliver Hoover Elementary School in an effort to evolve a management system better attuned to the needs and abilities of the students, parents and staff of the school and designed to effect positive change in the instructional program, propose the following collaborative decision making model.

The Oliver Hoover Communication/Initiative Network would resemble a spoked wheel (see attached diagram). At the end of each spoke would be a group representing a particular aspect of the school's program, example: grade levels, parents, clerical, custodial, after school care, fine arts, etc. At the hub would be situated a core group consisting of leaders from each of the groups in the perimeter plus the administration. The spokes represent two-way communication channels, enabling concerns, recommendations, new ideas and feedback to flow in both directions.

The primary objectives of this process are to mutually establish school goals, to improve communication skills, to create a problem prevention and when necessary problem solving capacity, and to increase individual involvement thus enhancing the school climate and the instructional program.

Each group will meet bi-weekly during school hours. An alternative scheduling model which would provide common planning times, the use of hourly aides and possibly substitutes, would facilitate this process. The core group would also meet bi-weekly but on alternate weeks. While participation will be voluntary, the utilization of school time and the intrinsic as well as material benefits that can result from this collaborative mobilization of human resources should motivate most to become involved.

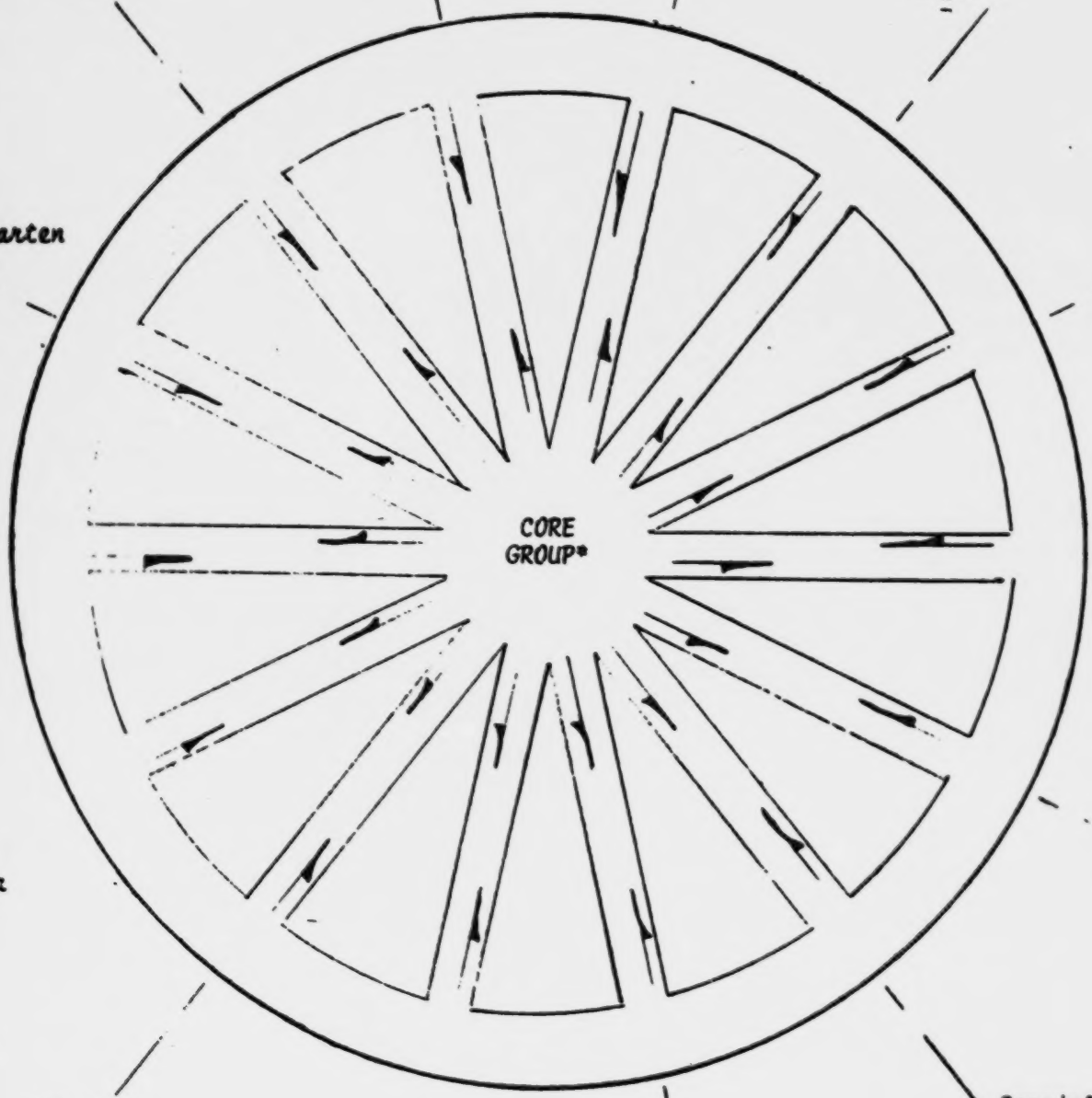
Two additional factors essential for success will be training and structuring the techniques and procedures to be used. Initially the leaders who comprise the core group will be trained in the areas of effective communication, group process and problem solving skills such as brainstorming, data gathering, and solution selection. These individuals can then, with support, train the members of their respective groups in these skill areas.

Assn: NHS; Exp. Date: Feb. 29, 1987

SHARED DECISION-MAKING MODEL

The specific procedures that must be established for enabling each group to function efficiently include 1) steps for utilization of a specified amount of time to include identifying the topic or problem for discussion, evolving ideas or solutions, analysing substantiating data, selecting the particular idea or solution to be attempted, determining a method of implementation and identifying a process for evaluation; 2) an agreed upon code of conduct; 3) a means for communicating the ideas or decisions across the channel to the core group or in reverse to the perimeter groups.

The above is simply an overview of the collaborative decision-making process the staff of Oliver Hoover Elementary School hopes to implement. If successful it will encourage individual growth, mutual respect and increased involvement by all staff members in being heard on issues and contributing to decisions that affect them. The ultimate goal is a professional school environment in which teacher, students and administration are challenged and hard at work while thriving, enthusiastic and motivated to do the very best.



*The core group consists of one member of each of the groups on the perimeter of the wheel plus the school's administration.

BEST COPY AVAILABLE

ISSUE/PRACTICE/PROCEDURE

Oliver Hoover Elementary School's goals for initiating a peer support program are two-fold: 1) to abate teachers' feelings of isolation thus promoting a greater awareness of professionalism, collegialism and self-esteem; and 2) through collaborative actions to improve the quality of instruction, and ultimately, the effectiveness of the school.

CURRENT STATUS

At present, school site administrators provide most of the guidance that is available for teachers. Limited help is given by area personnel. Unfortunately, due to other administrative duties and the size of the Oliver Hoover faculty, the support from the school site cannot always be as comprehensive as all might desire. Currently, teachers are prohibited by contract from using the official TADS observation form to assist one another in improving performance. In reality, the emphasis of TADS is often on the assessment aspect rather than on the development of professional skills.

Teachers frequently express feelings of isolation. Peer interaction is limited to lunch periods and sporadic faculty or grade level meetings, usually called for a specific purpose. Time for peer observation, analyzing strategies, peer counseling or exchange of ideas about curriculum and new data from research - in other words, professionalism - is extremely limited. In general, staff development is usually fragmented and not always of a positive nature.

LEGAL/CONTRACTUAL AUTHORITY/CITATIONS

DCPS/UTD Labor Contract

Article XIII - Evaluation

Article XXXIV, Section 1 - Peer Evaluation

Procedures for Teacher Observation and Teacher Evaluation

I-2, Item 6: Use of electronic or photographic devices
I-25: Utilize video-taping to demonstrate instructional techniques

PROPOSAL

In view of recent research, educational trends and a desire for self-improvement, interest in the establishment of a peer support program which allows teachers to use the skills included on the TADS observation form as a guide for development of professional skills has been expressed. Creation of such a program would require training for involved personnel, flexible scheduling and availability of funds for implementation and follow through with ongoing costs.

Participation in this peer support program would be on a voluntary basis. Teachers from all instructional areas could be included, with participants selecting their own partner from within their grade level or common special subject area. As this program, by design, is to be a non-threatening situation, other personnel, such as administrators or chairpersons, would become involved with the peer teams only if requested.

Training is a key component for a peer support program to be truly effective. Observation and communication skills need refinement. A common vocabulary between members of the peer team is essential for communication purposes. Instruction in how to make these adult interactions constructive and meaningful, rather than trivial or negative is a necessity. Methods for optimum use of observation time and mutual planning/conference time need to be learned. Participants must be aware of how to use the TADS worksheet as a tool for mutual professional growth. Since videotaping a lesson is one method of gathering observation data and will be used in the program, instruction in the use of the video equipment would be provided by one of the media specialists. The school-based management system could allow for funds to be allocated for training and for materials.

Another crucial factor in the success of the peer support program would be scheduling. Time for mutual planning/conferencing is essential for the peer-team teachers. Involvement in this program would be encouraged by providing in-school time, rather than forcing interested teachers to meet on their own time for self-improvement. As mentioned above, microteaching lessons could be incorporated into the program. Peer teachers could then view the tape at the mutual planning time and analyze the effectiveness of various instructional strategies. With more flexibility in scheduling and budgeting, monies could be set aside for hiring substitute teachers to rotate among peer teachers' classrooms for an hour in each room, thus affording each member of the team an opportunity to observe his/her colleague. More flexible scheduling would also allow for peer support group sessions, either by grade level or subject interest. Several teams could participate to brainstorm, articulate and receive outside support or training as desired. Peer teams may also want to collaboratively develop materials useful to their instructional program.

Release time could be arranged to provide opportunities for staff members to attend workshops/conferences of interest for professional growth. The attending person could then disseminate the information to other concerned personnel. With adaptable budgeting, it is within the realm of possibilities that people with expertise in areas of concern could be brought to the school for a seminar.

The peer support program would be monitored indirectly through responses in collaborative planning as well as observation, and directly by a rating scale (see model) distributed at the end of the first year to participants.

Archive: MTSU Exp. Doc. Feb. 28, 1987

PROPOSAL Continued

Upon completion of the first year's implementation of the peer support program, each participating teacher would be asked to rate their feelings toward the value of the program. Below is an evaluation model. Participants would decide as to their degree of growth in each area and would mark their responses by circling a number, with 1 indicating the low end of the scale or little growth, and 5 as the high end of the scale.

EVALUATION MODEL

1. Did I grow as a self-analyzer?
2. Did I gain self-confidence?
3. Did I enlarge my basic knowledge?
4. Did working with another person lead me to try new techniques and/or strategies?
5. Was I an empathic listener?
6. Did I gain skills in conflict resolution?
7. Did I become more effective in working with my own class?
8. Did I become more effective in working with parents?
9. Do I feel more a part of the total school?
10. Am I more motivated to read and keep up with professional journals and research?

Auth: MIS: Exp. Date: Feb. 28, 1987

RATIONALE/HYPOTHESIS

There is little evidence to prove that the present teacher evaluation system actually improves teacher performance. Jensen's study in 1981 reiterates Glass's 1975 findings that current evaluation practices tend to foster defensiveness rather than facilitate improvement. Studies of effective schools have found that new skills, techniques and behaviors are incorporated more readily by a teacher if the suggestion comes from a trusted colleague, rather than as comments from administrative or supervisory personnel who often are remote from the classroom. Stephen Austin in the Times Educational Supplement said, "I have changed my teaching for the better many times after a friendly word of criticism from someone I trusted as a close friend and colleague." Trust and reciprocity would be natural outgrowths of the peer support program as the involved teachers recognize and defer to each other's knowledge and skill. The repetoire of instructional skills of both teachers would be enhanced.

Feelings of isolation and lack of support are often cited as causes for teacher stress and burnout. Professional peer relationships can be a major factor in job satisfaction or dissatisfaction. The peer support program nurtures collegial relationships by providing release time and an environment which encourages the interchange of ideas while preserving each individual's dignity. These interactions may also generate questions that are outside the realm of the teachers' own classroom experiences. The pair might want to pursue solutions with other peer teams, outside study or in research. By increasing the frequency and quality of feedback to teachers through a peer support program, professional growth as well as increased effectiveness of instruction are inherent.

EDUCATIONAL IMPACT

The primary impact of the program will be on the improved quality and increased effectiveness of all aspects of the instructional program. As a result of training in observation techniques, microteaching, and the exchange of ideas on strategies and curriculum, each teacher involved will become more proficient at self-analyzing and more willing to pursue alternatives. The peer support program provides time for critically analyzing instructional strategies, studying content and developing areas of emphasis appropriate for an individual class, grade and school. As this process is on-going, more support is given than with the present system. Not only will individuals gain self-confidence, but the ethos of the school should show significant change as collegial relationships and trust are developed and reciprocity is established. The feeling of professionalism will pervade the school.

SECTION VIII

STATUS REPORT/RECOMMENDATIONS ON SCHOOL-BASED MANAGEMENT (PRINCIPALS' COMMITTEE - SCHOOL-BASED MANAGEMENT)

PRINCIPALS' COMMITTEE

SCHOOL-BASED MANAGEMENT

STATUS REPORT/RECOMMENDATIONS ON SCHOOL-BASED MANAGEMENT

DADE COUNTY PUBLIC SCHOOLS

SCHOOL-BASED MANAGEMENT PRINCIPALS' COMMITTEE

Mr. Elliott Berman, Principal
Southwood Junior High School

Dr. Warren Burchell, Principal
South Miami Senior High School

Mrs. Lottie Downie, Principal
South Miami Elementary School

*Dr. Gerald O. Dreyfuss, Assistant Superintendent
Office of School-Based Management

Mr. John F. Gilbert, Principal
Norland Middle School

Dr. Roberta Granville, Principal
Sunset Elementary School

Dr. George Koonce, Jr., Principal
Miami Northwestern Senior High School

Mr. Frederick A. Morley, Principal
Charles R. Drew Elementary School

Dr. Rasamma Nyberg, Principal
R.R. Moton Elementary School

Mr. Henry J. Pollock, Principal
South Miami Junior High School

Dr. Marshall Stearns, Principal
Horace Mann Middle School

Mr. Robert Thomas, Principal
Rainbow Park Elementary School

Dr. Ida Whipple, Principal
Perrine Elementary School

* Chairperson

PERSONNEL

The pilot schools will have the flexibility to use the allocations for personnel to best meet the needs of their school and students.

1. Special services such as psychologists, placement specialists, visiting teachers, speech therapists, hearing specialists, vision specialists, occupational specialists, etc., should be provided through a pilot school co-operative (co-op) pattern concept. This co-op pattern would be a group of schools in close proximity who are in the pilot program and who wish to work together utilizing various resources. The value of funds for special services personnel used at the pilot schools would be pooled and redistributed as needed throughout the co-op pattern. Full-time positions that are developed through the pilot school co-op pattern would be housed at one of these schools. Open positions will be advertised. Pilot schools may choose to hire hourly, rather than full time psychologists.

   A liaison, not a new position, from the exceptional student education department should be appointed to work with the pilot schools.

2. Hourly and/or part-time teachers should be utilized whenever possible. These teachers should have a college degree.

3. Consultants and hourly personnel that are specialists in their field should be used and may not be required to have a degree; for example, a musician, a sculptor, or a teacher of a special subject such as Hebrew or Japanese. These consultants would work directly with a teacher.

4. Various schools in the pilot program could pool their clerical staff. When the need arises, the clerical personnel would be temporarily assigned to another school in the co-op pattern.

5. Pilot schools could hire hourly clerical personnel through the use of discretionary funds where feasible.

6. Schools would receive the dollar value of partial units for clerical personnel. This would allow them to hire additional hourly clerks.

7. The practice of providing control by the principal of all custodial activities would be continued.

8. The current practice of conversion of full-time custodial units to hourly positions should be continued whenever possible.

9. The pilot schools could share custodial help when the need arises. More experienced custodians could help with recommendations and training of new personnel. A monitoring process will be determined.

Funds for special services now allocated to the area offices should be allocated directly to the pilot schools.

10. The security monitor allocation, based on need, should go directly to the pilot schools. It is necessary to build into the allocation formula a method by which a school can request an additional allocation if extreme changes occur.

11. The allocation for cafeteria monitors should also go directly to the pilot schools.

The central office will provide assistance to the pilot schools by:

12. Assigning a specific person, not a new position, from the personnel office as a liaison with the pilot schools.

13. Handling surplus personnel directly between the pilot school and personnel liaison.

14. Hiring of new personnel would also be handled directly between the pilot school and the personnel liaison.

15. Allowing schools to use the MSAS system.

16. Creating open PACS and having information available on teachers when an opening is anticipated.

17. Providing zone mechanics to the pilot schools through the maintenance department, or equivalent dollars.

18. Providing the same food services to the pilot schools that they are currently receiving along with a proportional share of supervisory personnel.

19. Continuing to provide to the pilot schools all the services that are currently available from Staff Development, the Teacher Education Center, etc.

BUDGET

The pilot school principal using the shared-decision making model developed at his/her school would have more control over the money generated by the students at that school. The school budget would:

1. Use an average dollar based system. Each principal and staff can develop their own budget utilizing average salaries for purchase of additional units or converting these units to various types of units, i.e.: teachers, administrators, clerical, etc.

2. Include fringe benefits in all salary items. Under school based management plans more units are converted into dollars than are purchased. This, in effect, would free up more money for hourly and part time personnel.

3. Include utilities in the budget. All monies saved would be at 100%. If a school went over budget they would have to pay for the overage unless there are extenuating circumstances, i.e.: additional air conditioners, rooms, students, etc.

4. Include all substitute and pool substitute money in the school budget, including substitute money from converted units. The schools would then pay all substitute days with the exception of unusual circumstances, i.e.: teacher absent for an extended period of time due to illness, accident, etc.

   If a pilot school currently has more than one pool substitute, they will receive the dollar value for each pool substitute they have. Every pilot school should receive the dollar value of a pool substitute whether or not they are currently using one.

5. To the extent possible, change current categorical units to discretionary ones as per school-based management/shared-decision making plans based on various models.

6. Continue to have allocated all current monies which are now considered discretionary, i.e.: MESA, carry-over money, etc.

7. Receive equivalent dollars for special services currently at the area and district level. These dollars will be redistributed to the pilot schools.

8. Receive partial units for assistant principals and clerical personnel. Schools would fund the difference for desired personnel or use the partial unit funds in the overall budget.

The central office would provide assistance to the pilot schools by:

9. Assigning a specific person, not a new position, from the budget office as a liaison to the pilot schools.

10. Computerizing the total program will allow principals and staff to change, modify and develop budgets utilizing the computer.

11. Pilot schools will be "held harmless" in allocations and assessments during the pilot program to protect the integrity of the program.

12. Upgrading matching funds in the media program to 100% value for those services, equipment, materials, etc., provided at the pilot schools.

13. Reviewing the annualization factor to see if adjustments can be made which would enhance the budget.

SCHOOL OPERATIONS

Pilot schools need to be directly involved in the maintenance of their schools:

1. A pilot school principal should be appointed to represent the concerns of the pilot schools on the Capital Improvement Committee.

2. The Capital Improvement Committee needs to provide more flexibility to the pilot schools on bids for renovations. Some contracts are delayed even though rooms are needed for various programs.

3. A specific person, not a new position, from the maintenance department should be appointed to act as a project manager for the pilot schools. Pilot schools must have direct access to top people in the maintenance department.

4. Some alternatives need to be developed when schools need maintenance projects carried out within a reasonable time and the maintenance department is not able to work within this time frame.

5. Maintenance projects might be completed more quickly and often at far less cost if the school could get a bid from the Capital Improvement Force and two outside bids for some of the projects, repairs, etc., and then take the lowest bid with the money coming from the general maintenance fund or Capital Improvement Force funds for renovations.

6. Money will be given to the pilot schools coming out of dollars that are currently given to the area office for work on minor renovations, purchase of furniture and equipment, etc., in direct proportion to the amount the pilot schools would have received from the area office.

There needs to be direct contact and a strong working relationship with the Department of Transportation.

7. A liaison, not a new position, from the Department of Transportation should be appointed to work with the pilot schools.

8. At the pilot schools, a specific person should be assigned to work with transportation. Problems should be identified early. Schools should meet with route specialists and help coordinate stops and routes with input also given by parents.

Where transportation problems exist, the following options could be used:

9. Parents should have the option of transporting their children and possibly other children with remuneration. If they are paid to transport students, they should be paid per student transported, not per vehicle.

10. Shuttle buses could also be used to transport students to a midway point between the home and school or to metro rail stations. This option could be used especially for students traveling long distances to magnet school programs.

Pilot schools need to be directly involved in student transfers.

11. Transfers to or from the pilot schools will be handled through the pilot schools and the appropriate area office. Appeals will be processed through the Office of the Deputy Superintendent of Schools.

12. Guidelines for all transfers would be provided by the Office of the Deputy Superintendent of Schools.

COMPLAINTS AND GRIEVANCES

Complaints and grievances should be directed to the pilot schools and resolved by the personnel at these schools.

1. To deal with parent complaints, each school will structure a procedure that would include various levels that a parent should follow in order to register and resolve dissatisfaction with a school action, for example:

   Level I - Conference with the teacher
   Level II - Conference with the counselor and/or assistant principal
   Level III - Conference with the principal who would study and evaluate the situation and give a decision
   Level IV - If the parent is not satisfied with this decision, he/she would complete a written request for review and it would be presented to a review committee. This committee could be comprised of parents, teachers, counselors, and assistant principals. They would review all the facts and make a recommendation to the principal. The principal would render a final decision. The review committee may continue to meet in order to work on ways of preventing the problem from occurring again

   Anonymous telephone calls or anonymous letters should not be accepted as legitimate complaints or grievances.

2. To deal with a teacher grievance, the teacher would follow the procedure that could include for example:

   Level I - Grievance discussed with the principal
   Level II - If the teacher is not satisfied with the decision, the decision would be presented to a Co-op Pattern Committee made up of three principals. This committee would review the decision made in Level I
   Level III - A representative of the Deputy Superintendent of Schools will make the final decision

COMMUNITY RELATIONS

Parents and community involvement is one of the major precepts of school-based management.

1. Parents and members of the community would give input and assistance to the schools through the parent organizations and advisory committees.

2. Parents and members of the community would be involved in a school's shared-decision making model. By bringing in parents and members of the community into the shared-decision making process, the support for the school and school community would be enhanced.

The Dade County Public Schools and the United Teachers of Dade will through the use of different media:

3. Communicate to the community what the system is doing towards upgrading the teaching profession.

4. Share what the pilot schools are doing to enhance the educational programs provided to the students at these schools.

The Dade Partners Program and other similar programs would be expanded. This will allow input from the business sector to the pilot schools.

PEER EVALUATION

Peer evaluation of teachers could be a part of a pilot school's proposal. The emphasis would be on helping teachers improve the instructional program and improve their skills in the delivery of this program.

1. The decision as to who will be the peer evaluator will be determined by the school's shared-decision making model.

2. The peer evaluators would be trained to use TADS.

3. Should a peer observation be an unsatisfactory one, another observation should be made by the principal or assistant principal. The prescription would be based on both observations. It would be developed after a joint meeting of the principal, or assistant principal, and peer evaluator.

Peer evaluation of principals could be carried out by utilizing two principals at the appropriate grade configuration be it elementary, middle/junior, or senior high school.

4. Each principal should be evaluated on the programs and operation of his/her own school.

5. The current evaluation procedure could be used. However, there is a possibility of developing new evaluation procedures.

6. The pilot school principals should be evaluated on the level of operation and success of the shared-decision making model in place at their schools.

7. There would be a "sign-off" on the evaluation through the Office of the Deputy Superintendent of Schools.

DIFFERENTIATED STAFFING

Differentiated staffing could be part of a pilot school's proposal. The models adopted could include:

1. Changing teachers and department heads job descriptions. For example, department heads could implement the peer evaluation proposal.

2. Freeing up teachers and department heads from some of their teaching assignments to carry out new and/or different assignments.

3. Asking full time staff members to work beyond the contract hours to carry out new and/or different assignments.

4. Using aides, assistants, hourly teachers, consultants, interns, and volunteers more extensively and in different roles depending on the needs of the school.

Differentiated staffing models which would require different salary schedules should make use of six period supplements, special supplements and hourly overtime.

5. There should be parameters in determining salary changes or new supplements so that there is consistency among the pilot schools.

6. Less documentation for supplements should be required. Decisions and authority should be school based.

Differentiated staffing could also apply to principals.

7. There could be a three level career ladder concept. The state has already developed a program with three different levels.

8. The principals' salaries would be commensurate with the level achieved.

SECTION IX

SCHOOL-BASED BUDGET SYSTEM
1987-1988

Dade County Public Schools

giving the gift of knowledge for over 100 years

School Based Budget System

1987-88

Bureau of Financial Affairs

May, 1987

98 141

GENERAL CONDITIONS

Intent

The general intention and philosophy of the School-Based Budget System (SBBS) is to provide maximum flexibility to schools participating in the program for their utilization of resources. That flexibility, however, may only be exercised within the parameters of applicable Federal and State legislation and regulations, Board Rules, and applicable union contracts. Every effort will be made to modify or waive these requirements if possible. Schools experiencing difficulties in using SBBS due to such legislation and regulations should identify those difficulties to the Office of the Deputy Superintendent of Schools or the Associate Superintendent, Bureau of School Operations.

Participation in SBBS is, at least during 1987-88, limited to schools participating in the School-Based Management Pilot and schools in the Miami Northwestern Feeder Plan.

Basis for Resource Allocation

Dollars available within SBBS represent a consolidation of all resources which would have been allocated within CASAS and various other entitlements including substitutes and utilities.* SBBS, in its pilot stage, was deliberately designed to be cost-neutral compared to CASAS.

Subsequent application of SBBS in future years, however, will likely depart from using CASAS as a basis for resource allocation and will possibly base resources on a percentage of Florida Educational Finance Program (FEFP) FTE revenue. The following resources and programs were not consolidated in SBBS and will be appropriated using current procedures:

- Art, Music, P.E., Systems Aides **
- Exceptional Student Program Staff and MESA **
- Bilingual Programs Staff and MESA **
- School Monitor Staff **
- Junior High Advanced Academic **
- Vocational Handicapped Units **
- Compensatory Education **
- Community School Staff **
- Psychologists **
- Visiting Teachers **

SBBS also will utilize one additional resource conversion rule which is different from CASAS:

- Resources consolidated from CASAS include all applicable matching retirement and fringe benefit costs. The establishment of FT or PT positions will generate such indirect costs.

- Conversely, schools operating under SBBS with less FT positions than under CASAS will enjoy redirecting certain fringe benefits, such as group insurance, for other purposes.

* A detailed listing of resources and entitlements contained within SBBS is available in Appendix A.

** Schools may supplement these resources but may not redirect them.

2. Full-time position conversions or purchases are accomplished on a pro rata basis as follows:

   A. Full Time Positions

Effective Date	Value
First Semester	Full Budget Value
Second Semester	One-half budget value
After March 31	No Cash Value

   B. Sixth-Period Supplement

Effective Date	Value
First Semester	Full Value (1/7 average salary)
Second Semester	One-half value (1/14 average salary)

3. PREP or growth unit requests follow the same eligibility conditions as specified in the overall Allocation Handbook.

4. Non-salaried expenditures (02 funds) may not exceed budget.

Exceptions for SBBS schools are as follows:

1. The substitute budget is now considered an account similar to PT/OT. Expenditures must be covered by budget; unexpended funds will revert to the school.

2. The utilities account follows the same procedure.

AVAILABLE ACCOUNTS

The following pages indicate the available accounts for ELEMENTARY SCHOOLS. The report shows a line number, accounting structure, job code (if appropriate), direct salary, fringes, total salary, as well as a description for all accounting structure fields. This master list can be revised by the Division of Budget only.

There are two listings for your convenience. One is sorted by object/function and one is sorted by line number. The "line number" is an abbreviated form of entering the accounting structure. In other words, you will enter a line number in lieu of the object/program/function. It also accesses the direct salary and fringes associated with that line number (if it's a salary account). See Section VI for data entry screens.

NOTE: If additional structures are required for planning purposes, call your budget analyst. If actual expenditures will occur in other accounting structures, you can transfer the funds among programs via a memo to the Division of Budget.

HOW TO ENTER THE MSA BUDGET/FINANCE SYSTEM

To enter into the MSA Budget/Finance System:

1. Key "CICS", press the ENTER key.
2. Key "SIGN", press the ENTER key. The following screen appear:

OPERATOR IDENTIFICATION

FUNCTION CODE

APPLICATION

3. Key in the codes shown below:

Operator Identification	3 3 3
Function Code	E E E E
Application	M S A F

Press the ENTER key; the following screen will appear:

ENTER THE SECURITY CODE==

4. Type SBB4, press the ENTER key. The School Entry Menu will appear.

SCHOOL ENTRY MENU

A. To create or revise a school-based budget for your location the following items must be entered on the school entry menu:

1. Enter "02" in the field labeled "Selection".

2. Tab to one of the activity fields labeled "add", "update" or "delete" and enter the letter "x". The activity selected should be the primary activity of the current session but the user will not be restricted to the chosen activity once in the system.

3. Tab to the field labeled "Location" and enter your location number.

4. Tab to the field labeled "Password" and enter your password.

5. Press the "ENTER" key to access SBBS screens.

You are reminded that each user can access their location only.

B. To review entries of the most current school-based budget, the following items must be entered on the school entry menu:

1. Enter "12" in the field labeled "Selection".

2. Tab to the field labeled "Location" and enter your location number.

3. Tab to the field labeled "Password" and enter your password.

4. Press the "ENTER" key to access the SBBS screen.

No data entry is performed on the inquiry screen.

C. The school entry menu is also used to revise your password. If you feel your password is known by others, you should replace the password as follows:

1. Enter an "01" in the field labeled "Selection".

2. Tab to the field labeled "Location" and enter your location number.

3. Tab to the field labeled "Password" and enter the current password.

4. Tab to the field "**New Password" and type in the new password (4 positions maximum.)

5. Press the "ENTER" key for update to occur.

D. Internal Funds Accounting is not addressed in this manual.

SCHOOL-BASED BUDGET SYSTEM INPUT/INQUIRY SCREEN

The school-based budget system input/inquiry screen is displayed after selecting one of the activity fields "add", "update" or "delete" on the school entry menu. This screen allows for the distribution of appropriations by line item as determined by the user.

The SBBS screen will indicate the activity field selected in the upper left-hand corner labeled "current action". If the field shows "UPD" then you are in the update mode and data entry is permitted. If the field shows "add", new accounting structures may be added to the SBBS screen for your location. If the field indicates "DEL", data entry may be made to delete current accounting structures in SBBS. After the initial input, most of the time the "update" screen will be used. If the field indicates "INQ" then the system is in inquiry mode and data entry is not permitted.

In addition to the current action, the location will appear indicating the location number and name as determined from the user's password.

The "REVENUE" field will appear with an amount as determined by the Division of Budget and is the maximum amount that can be appropriate at times when the file is frozen for interface. Refer to Appendix A for the items that are included for revenue purposes.

The "TOTAL SCHOOL BUDGET" is the current level of budget that the user has entered in SBBS. The "DIFFERENCE" is the result of "revenue minus budget". If the amount is positive, the dollar amount remains to be allocated. If the amount is negative, you have overspent your revenue and must adjust the budget to stay within the total revenue. At time of interface into the MSA/Budget Finance System, all schools must be within revenue limit.

In the lower right-hand corner is a field labeled "BATCH REPORT?" Enter a "Y" to print a copy of your "Tentative Budget by Location Function Program Object" (see sample of report in Section VII). The "BATCH REPORT" is done only in batch processing at MIS and will be forwarded to the school the following day.

The next line indicates "PRINT REPORT?" Enter a "Y" to print a copy of the user's current budget in SBBS. This summary is by line number and indicates the positions, salary, fringes and non-salary dollars included in the school's budget. When you press the ENTER Key, the report will be sent to the user's on-line printer. (See sample of report in Section VII.)

The field labeled "ACTION" has three options. If left blank, SBBS will process as normal and give you another blank screen. If you enter "END", the system will return to the menu after processing the screen. If you enter "KIL" the system will terminate processing immediately.

DATE 05/05/87
TIME 15:48:49
LOCATION

DADE COUNTY PUBLIC SCHOOLS
SCHOOL BASED BUDGET SYSTEM

LINE	FUNC	PROG	OBJT	DESCRIPTION	POS	SALARY DIRECT	SALARY FRINGE	TOTAL
2	5101	6010	5144	TEACHER - PRIMARY - K-3	15	454,905	142,710	597,615
6	5101	9220	5145	SYSTEMS AIDE	1	14,201	5,994	20,195
12	5102	6010	5144	TEACHER - INTERMEDIATE	11	333,597	104,654	438,251
19	6120	7150	5116	ELEMENTARY COUNSELOR	1	33,583	10,225	43,808
20	6200	7000	5128	MEDIA SPECIALIST ELEM	1	32,751	10,044	42,795
22	7300	7050	5105	ELEM ASST PRINCIPAL	1	40,675	11,773	52,448
24	7300	7050	5133	ELEMENTARY PRINCIPAL	1	54,420	14,774	69,194
25	7300	7050	5137	ELEM SCH ASST (10M) PG18	1	14,691	6,101	20,792
31	7300	7050	5137	SECRETARY ELEM(10M) PG20	1	18,625	6,960	25,585
33	7900	7300	5117	CUSTODIAN	4	55,320	21,972	77,292
37	7300	7050	5137	DATA INPUT SPEC II PG18	1	16,566	6,510	23,076
43	5101	6010	5510			0	0	15,000
51	7900	7300	5510			0	0	10,000
58	5101	6010	5150	HOURLY-T. AIDE (1 HR)	900	4,500	900	5,400
59	5102	6010	5149	SUBSTITUTE - (1 DAY)	220	14,300	3,080	17,380
62	7300	7050	5150	HOURLY-OFFICE (1 HR)	100	500	100	600
67	7900	7300	5380			0	0	75,000

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ELEMENTARY SCHOOL SAMPLE

(ON-LINE)

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TOTAL AVAILABLE REVENUE	1,609,100
LESS TOTAL SCHOOL BUDGET	1,534,431
EQUALS AMOUNT OVER/UNDER	74,669

DATE 05/05/87
TIME 15:50:10
LOCATION

DADE COUNTY PUBLIC SCHOOLS
SCHOOL BASED BUDGET SYSTEM

LINE	FUNC	PROG	OBJT	DESCRIPTION	POS	SALARY DIRECT	SALARY FRINGE	TOTAL
1	5103	6030	5144	TEACHER - SR HIGH	75	2,402,400	741,525	3,143,925
5	5103	6035	5144	TEACHER - DRIVER ED	3	105,747	31,767	137,514
8	5103	9581	5144	TEACHER - READING	1	33,148	10,130	43,278
12	5302	6260	5144	VOC TEACH-BUSINESS-SR	7	243,243	73,360	316,603
13	5303	6200	5144	VOC TEACH - DIST ED-SR	1	35,952	10,742	46,694
15	5304	6240	5144	VOC TEACH - DCT - SR	2	72,374	21,588	93,962
17	5304	6240	5144	VOC TEACH - WK EXP-SR	1	36,187	10,794	46,981
21	5307	6210	5144	VOC TEACH - HOME EC-SR	1	32,204	9,924	42,128
24	5308	6250	5144	VOC TEACH - IND ART-SR	4	137,948	41,692	179,640
26	6120	7150	5116	COUNSELOR - SR HIGH	3	107,121	32,067	139,188
27	6120	9111	5130	OCCUP SPECIALIST	1	30,636	9,582	40,218
29	6200	7000	5128	MEDIA SPECIALIST SR	2	70,132	21,098	91,230
30	6200	7000	5137	LIBRARY CLERK (10M) PG15	2	23,968	11,020	34,988
31	6200	7000	5137	AUDIOVISUAL CLERK PG13	1	14,696	6,102	20,798
33	7300	7050	5105	SR HIGH ASST PRINCIPAL	3	132,444	37,596	170,040
34	7300	7050	5133	SR HIGH PRINCIPAL	1	59,788	15,946	75,734
35	7300	7050	5137	SECRETARY SR HIGH PG20	1	22,236	7,748	29,984
36	7300	7050	5137	TREASURER SR HIGH PG20	1	21,336	7,552	28,888
38	7300	7050	5137	SCHOOL CLERK II(10M)PG17	4	53,224	23,196	76,420
39	7300	7050	5137	SCHOOL CLERK I (10M)PG15	1	10,976	5,290	16,266
41	7300	7050	5137	REGISTRAR SR HIGH PG21	1	22,708	7,851	30,559
44	7900	7300	5117	CUSTODIAN	15	207,450	82,395	289,845
57	5103	6030	5510			0	0	15,000
66	7300	7050	5510			0	0	8,000
71	5103	6030	5149	SUBSTITUTE - (1 DAY)	750	48,750	10,500	59,250
77	5103	6030	5144	SUPPLEMENT - 1/6	6	32,034	6,996	39,030
80	5302	6260	5510			0	0	21,500
81	5304	6240	5510			0	0	3,000
87	7900	7300	5380			0	0	47,000

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SENIOR HIGH SAMPLE

(ON-LINE)

TOTAL AVAILABLE REVENUE	5,269,068
LESS TOTAL SCHOOL BUDGET	5,268,663
EQUALS AMOUNT OVER/UNDER	405

CURRENT ACTION : INQ SCHOOL BASED BUDGET SYSTEM LAST ACCESS: 04/3C/87

REVENUE 3,382,292

LINE NO.	CODE POSITION OR AMOUNT	LINE NO.	CODE POSITION OR AMOUNT
2	53	32	1
6	1	33	1
15	1	36	7
16	2	50	20000
17	1	54	570
21	3	57	100
24	1	60	4
25	1	69	3000
26	1	71	4000
27	1	74	50000
28	3		
29	1		
30	1		
31	2		

TOTAL SCHOOL BUDGET 3,286,904

DIFFERENCE 95,388

LAST PAGE FOR LOCATION

BATCH REPORT? N

PRINT REPORT? N

ACTION P/1

JUNIOR HIGH SAMPLE

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DADE COUNTY PUBLIC SCHOOLS
SCHOOL BASED BUDGET SYSTEM
TENTATIVE BUDGET BY LOCATION FUNCTION PROGRAM OBJECT
LOCATION

FUNCTION / PROGRAM / OBJECT	POSITION	SALARY DIRECT AMOUNT	SALARY FRINGE AMOUNT	SALARY TOTAL AMOUNT
FUNCTION 5101 BASIC INSTRUCTION K-3				
PROGRAM 6010 ELEMENTARY GENERAL INSTRU				
OBJECT 5144 TEACHER	15	$ 454,905	$ 142,710	$ 597,615
LINE 0002 LOC 2801 PROG 6010 FUNC 5101				
OBJECT 5150 HOURLY EMPLOYEE	900	$ 4,500	$ 900	$ 5,400
LINE 0058 LOC 2801 PROG 6010 FUNC 5101				
SUB-TOTAL SALARIES	915	$ 459,405	$ 143,610	$ 603,015
OBJECT 5510 SUPPLIES		$ 15,000		$ 15,000
LINE 0043 LOC 2801 PROG 6010 FUNC 5101				
SUB-TOTAL NON-SALARIES		$ 15,000		$ 15,000
PROGRAM 9220 INSTR MATERIALS-PROD. & D				
OBJECT 5145 TEACHER AIDE/ASST.	1	$ 14,201	$ 5,994	$ 20,195
LINE 0006 LOC 2801 PROG 9220 FUNC 5101				
SUB-TOTAL SALARIES	1	$ 14,201	$ 5,994	$ 20,195
TOTAL FUNCTION - 5101	916	$ 488,606	$ 149,604	$ 638,210
FUNCTION 5102 BASIC INSTRUCTION 4-9				
PROGRAM 6010 ELEMENTARY GENERAL INSTRU				
OBJECT 5144 TEACHER	11	$ 333,597	$ 104,654	$ 438,251
LINE 0012 LOC 2801 PROG 6010 FUNC 5102				
OBJECT 5149 TEACHER - SUBSTITUTE	220	$ 14,300	$ 3,080	$ 17,380
LINE 0059 LOC 2801 PROG 6010 FUNC 5102				
SUB-TOTAL SALARIES	231	$ 347,897	$ 107,734	$ 455,631
TOTAL FUNCTION - 5102	231	$ 347,897	$ 107,734	$ 455,631
FUNCTION 6120 GUIDANCE SERVICES				
PROGRAM 7150 GUIDANCE SERVICE - SCHOOL				
OBJECT 5116 COUNSELOR	1	$ 33,583	$ 10,225	$ 43,808
LINE 0019 LOC 2801 PROG 7150 FUNC 6120				
SUB-TOTAL SALARIES	1	$ 33,583	$ 10,225	$ 43,808

DADE COUNTY PUBLIC SCHOOLS
SCHOOL BASED BUDGET SYSTEM
TENTATIVE BUDGET BY LOCATION FUNCTION PROGRAM OBJECT
LOCATION

FUNCTION PROGRAM OBJECT	POSITION	SALARY DIRECT AMOUNT	SALARY FRINGE AMOUNT	SALARY TOTAL AMOUNT
SUB-TOTAL NON-SALARIES		$ 85,000		$ 85,000
TOTAL FUNCTION - 7900	4	$ 140,320	$ 21,972	$ 162,292
	1,258	$ 1,188,634	$ 345,797	$ 1,534,431
TOTAL AVAILABLE REVENUE	$ 1,609,100	TOTAL BUDGET	$ 1,534,431	AMOUNT DIFFERENCE $ 74,669

DADE COUNTY PUBLIC SCHOOLS
SCHOOL BASED BUDGET SYSTEM
TENTATIVE BUDGET BY LOCATION FUNCTION PROGRAM OBJECT
LOCATION

FUNCTION / PROGRAM / OBJECT		POSITION	SALARY DIRECT AMOUNT	SALARY FRINGE AMOUNT	SALARY TOTAL AMOUNT
PROGRAM 6260	VOC. BUSINESS ED.				
OBJECT 5144	TEACHER	1	$ 34,749	$ 10,480	$ 45,229
LINE 0017	LOC 6861 PROG 6260 FUNC 5309				
	SUB-TOTAL SALARIES	1	$ 34,749	$ 10,480	$ 45,229
OBJECT 5510	SUPPLIES		$ 4,000		$ 4,000
LINE 0071	LOC 6861 PROG 6260 FUNC 5309				
	SUB-TOTAL NON-SALARIES		$ 4,000		$ 4,000
	TOTAL FUNCTION - 5309	4	$ 142,927	$ 41,250	$ 184,177
FUNCTION 6120	GUIDANCE SERVICES				
PROGRAM 7150	GUIDANCE SERVICE - SCHOOL				
OBJECT 5116	COUNSELOR	3	$ 107,121	$ 32,067	$ 139,188
LINE 0021	LOC 6861 PROG 7150 FUNC 6120				
	SUB-TOTAL SALARIES	3	$ 107,121	$ 32,067	$ 139,188
	TOTAL FUNCTION - 6120	3	$ 107,121	$ 32,067	$ 139,188
FUNCTION 6200	INSTRUCTIONAL MEDIA SERVI				
PROGRAM 7000	INSTRUCTIONAL MEDIA - SCH				
OBJECT 5128	MEDIA SPECIALISTS	1	$ 35,273	$ 10,594	$ 45,867
LINE 0024	LOC 6861 PROG 7000 FUNC 6200				
OBJECT 5137	SECRETARY/CLERK	1	$ 11,984	$ 5,510	$ 17,494
LINE 0025	LOC 6861 PROG 7000 FUNC 6200				
OBJECT 5137	SECRETARY/CLERK	1	$ 14,696	$ 6,102	$ 20,798
LINE 0026	LOC 6861 PROG 7000 FUNC 6200				
OBJECT 5141	SPECIALIST	1	$ 23,706	$ 8,069	$ 31,775
LINE 0027	LOC 6861 PROG 7000 FUNC 6200				
	SUB-TOTAL SALARIES	4	$ 85,659	$ 30,275	$ 115,934
	TOTAL FUNCTION - 6200	4	$ 85,659	$ 30,275	$ 115,934
FUNCTION 7300	SCHOOL ADMIN. - (OFC OF T				

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DADE COUNTY PUBLIC SCHOOLS
SCHOOL BASED BUDGET SYSTEM
TENTATIVE BUDGET BY LOCATION FUNCTION PROGRAM OBJECT
LOCATION

FUNCTION / PROGRAM / OBJECT	POSITION	SALARY DIRECT AMOUNT	SALARY FRINGE AMOUNT	SALARY TOTAL AMOUNT
FUNCTION 5103 BASIC INSTRUCTION 10-12				
PROGRAM 6030 SENIOR HIGH GENERAL INSTR				
OBJECT 5144 TEACHER	75	$ 2,402,400	$ 741,525	$ 3,143,925
LINE 0001 LOC 7271 PROG 6030 FUNC 5103				
OBJECT 5144 TEACHER	6	$ 32,034	$ 6,996	$ 39,030
LINE 0077 LOC 7271 PROG 6030 FUNC 5103				
OBJECT 5149 TEACHER - SUBSTITUTE	750	$ 48,750	$ 10,500	$ 59,250
LINE 0071 LOC 7271 PROG 6030 FUNC 5103				
SUB-TOTAL SALARIES	831	$ 2,483,184	$ 759,021	$ 3,242,205
OBJECT 5510 SUPPLIES		$ 15,000		$ 15,000
LINE 0057 LOC 7271 PROG 6030 FUNC 5103				
SUB-TOTAL NON-SALARIES		$ 15,000		$ 15,000
PROGRAM 6035 DRIVER EDUCATION				
OBJECT 5144 TEACHER	3	$ 105,747	$ 31,767	$ 137,514
LINE 0005 LOC 7271 PROG 6035 FUNC 5103				
SUB-TOTAL SALARIES	3	$ 105,747	$ 31,767	$ 137,514
PROGRAM 9581 SECONDARY READING LAB				
OBJECT 5144 TEACHER	1	$ 33,148	$ 10,130	$ 43,278
LINE 0008 LOC 7271 PROG 9581 FUNC 5103				
SUB-TOTAL SALARIES	1	$ 33,148	$ 10,130	$ 43,278
TOTAL FUNCTION - 5103	835	$ 2,637,079	$ 800,918	$ 3,437,997
FUNCTION 5302 VOC K-12 OFFICE				
PROGRAM 6260 VOC. BUSINESS ED.				
OBJECT 5144 TEACHER	7	$ 243,243	$ 73,360	$ 316,603
LINE 0012 LOC 7271 PROG 6260 FUNC 5302				
SUB-TOTAL SALARIES	7	$ 243,243	$ 73,360	$ 316,603
OBJECT 5510 SUPPLIES		$ 2,500		$ 2,500
LINE 0080 LOC 7271 PROG 6260 FUNC 5302				
SUB-TOTAL NON-SALARIES		$ 2,500		$ 2,500

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DADE COUNTY PUBLIC SCHOOLS
SCHOOL BASED BUDGET SYSTEM
TENTATIVE BUDGET BY LOCATION FUNCTION PROGRAM OBJECT
LOCATION

FUNCTION / PROGRAM / OBJECT	POSITION	SALARY DIRECT AMOUNT	SALARY FRINGE AMOUNT	SALARY TOTAL AMOUNT
PROGRAM 6250 PRE VOC. IND. ARTS				
OBJECT 5144 TEACHER	4	$ 137,948	$ 41,692	$ 179,640
LINE 0024 LOC 7271 PROG 6250 FUNC 5308				
SUB-TOTAL SALARIES	4	$ 137,948	$ 41,692	$ 179,640
TOTAL FUNCTION - 5308	4	$ 137,948	$ 41,692	$ 179,640
FUNCTION 6120 GUIDANCE SERVICES				
PROGRAM 7150 GUIDANCE SERVICE - SCHOOL				
OBJECT 5116 COUNSELOR	3	$ 107,121	$ 32,067	$ 139,188
LINE 0026 LOC 7271 PROG 7150 FUNC 6120				
SUB-TOTAL SALARIES	3	$ 107,121	$ 32,067	$ 139,188
PROGRAM 9111 OCCUPATIONAL SPECIALISTS				
OBJECT 5130 OCCUPATIONAL SPECIALIST	1	$ 30,636	$ 9,582	$ 40,218
LINE 0027 LOC 7271 PROG 9111 FUNC 6120				
SUB-TOTAL SALARIES	1	$ 30,636	$ 9,582	$ 40,218
TOTAL FUNCTION - 6120	4	$ 137,757	$ 41,649	$ 179,406
FUNCTION 6200 INSTRUCTIONAL MEDIA SERVI				
PROGRAM 7000 INSTRUCTIONAL MEDIA - SCH				
OBJECT 5128 MEDIA SPECIALISTS	2	$ 70,132	$ 21,098	$ 91,230
LINE 0029 LOC 7271 PROG 7000 FUNC 6200				
OBJECT 5137 SECRETARY/CLERK	2	$ 23,968	$ 11,020	$ 34,988
LINE 0030 LOC 7271 PROG 7000 FUNC 6200				
OBJECT 5137 SECRETARY/CLERK	1	$ 14,696	$ 6,102	$ 20,798
LINE 0031 LOC 7271 PROG 7000 FUNC 6200				
SUB-TOTAL SALARIES	5	$ 108,796	$ 38,220	$ 147,016
TOTAL FUNCTION - 6200	5	$ 108,796	$ 38,220	$ 147,016
FUNCTION 7300 SCHOOL ADMIN. - (OFC OF T				

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DADE COUNTY PUBLIC SCHOOLS
SCHOOL BASED BUDGET SYSTEM
TENTATIVE BUDGET BY LOCATION FUNCTION PROGRAM OBJECT
LOCATION

FUNCTION PROGRAM OBJECT	POSITION	SALARY DIRECT AMOUNT	SALARY FRINGE AMOUNT	SALARY TOTAL AMOUNT
TOTAL AVAILABLE REVENUE	$ 5,269,068	TOTAL BUDGET $ 5,268,663	AMOUNT DIFFERENCE $	405

REVENUE SOURCES
1987-88

Location No./Name _____

CASAS DISCRETIONARY	_____
CASAS SALARY	_____
CASAS FRINGES	_____
Sub-Total	_____
UTILITIES (excludes communications)	_____
ADVANCED PLACEMENT - Sr. High only	_____
SUBSTITUTES	_____
LUNCHROOM MONITORS - Elem. only	_____
SEVEN PERIOD DAY SUPPLEMENTS	_____
MESA	_____
VOCATIONAL MESA - secondary only	_____
OTHER	_____
TOTAL REVENUE	_____

FTE

K-3 BASIC/ALT. ED./ESOL	_____
4-6 BASIC/ALT. ED./ESOL	_____
7-9 JR. HIGH BASIC/ALT.ED./ESOL	_____
10-12 SR. HIGH BASIC/ALT.ED./ESOL	_____
EXCEPTIONAL STUDENT EDUC.	_____
VOCATIONAL EDUC.	_____
TOTAL	_____

REQUESTED BUDGET TRANSFERS IN THE MSA BUDGET/FINANCE SYSTEM

S A M P L E

TO: (Budget Analyst)

FROM: (Principal's Name)
(School)

SUBJECT: BUDGET TRANSFER

Listed below are budget transfers requested in the MSA Budget/Finance System:

		ACCOUNTING STRUCTURE				
FROM/TO	AMOUNT	OBJECT	LOCATION	PROGRAM	FUNCTION	FUND

SECTION X

SCHOOL-BASED MANAGEMENT DOCUMENTATION PROCESS

OFFICE OF SCHOOL-BASED MANAGEMENT

M E M O R A N D U M June 11, 1987

TO: SBM/SDM Pilot Schools

FROM: Gerald O. Dreyfuss, Assistant Superintendent
Office of School-Based Management

SUBJECT: **ENCLOSED DOCUMENTATION PROCESS**

We are enclosing a suggestion given to us for a documentation process for the School-Based Management/ Shared Decision Making (SBM/SDM) pilot schools.

Each school will have a "School Improvement Data Book" (log).

The Office of School-Based Management will provide a large three ring binder and inserts for the binder to each SBM/SDM pilot school. These will be sent to you during summer school.

We would like you to try and follow the suggestions given in the enclosed memo but are open to any suggestions for change. One item listed in the memo is that the school's team would attend an inservice session during the summer. As of this date we are not scheduling such a session, this might be changed at a later date.

It is suggested in the memo that a teacher and secretary keep this log, however, each school is free to choose the person or persons in their school whom they wish to do it.

The Office of School-Based Management will be happy to provide any possible assistance.

GOD:ko
ENCL.

SCHOOL-BASED MANAGEMENT/SHARED DECISION-MAKING

DOCUMENTATION PROCESS

Both for the benefit of the participants in the activities at a school and for those at other schools who hope to learn from them, it is critical that the SBM/SDM schools document where they began, what they did, how they did it, what worked, what didn't work, and what was the result.

It is probably easier to start with what this effort is NOT. This is NOT an attempt to evaluate the success or failure of activities but, rather, an effort to keep a log of the journey toward school improvement. Each activity must be evaluated on its own merits using whatever criteria are appropriate to it.

The documentation described here should be envisioned as a ship's log -- a record of a journey that includes the starting position, the nature of the cargo and crew, the existing conditions, the rate, speed and direction of travel, the successes and problems which were found, the conditions upon arrival, the nature and disposition of the cargo and crew at arrival, and the final comments prior to departure. The school's log will be referred to as the "SCHOOL IMPROVEMENT DATA BOOK."

Each school will be provided with a large three ring binder with several subsections within it. Each school will appoint one teacher and one secretary to work together to be responsible for its "log." As events occur, material will be placed in the log to document the "what's, how's, why's, ..." Assistance from the SBM/SDM office will be provided as necessary. The school's team will attend an inservice session during the summer to examine the process, share initial efforts, and plan for the future.

The "School Improvement Data Book" is an idea of a Minnesota Elementary School Principal that has been used in Polk, Duval, and Leon counties in Florida. The sections of a Data Book that would be appropriate for our use might include:

1. Historical and Current Data
2. Development of Proposal
3. Initial Analysis and Plans
4. Goals, Plans, and Activities
5. Conditions for School Improvement Data
6. Shared Decision Making Process
7. Journal of Negative Findings
8. What Works!
9. Conditions at the end of the Project

Let's look at each of these.

One rule of operation is that no data are created FOR THE SOLE PURPOSE OF FILLING THE DATA BOOK. The only material that's placed in the book is material that has been generated for other reason or for the project itself. The role of the teacher and secretary is simply to store and fill the book with representative examples of work done or planned -- minutes, pictures of current conditions, data available from the district, letters, the proposal, the drawn model, etc. At times, some material may have to be copied, retyped or reduced.

1. Historical and Current Data -- this section should provide a picture of the school as it was in April, 1987. Data concerning test scores, attendance, schedules, or whatever might be appropriate to the project would be collected and stored. Pictures of the school, children, or classrooms that might be affected by the project might be included.

2. Development of Proposal -- this section should include the minutes from meetings held to start the proposal process, to plan the proposal, and to approve it as well as the proposal itself. One should be sure to include the data or concerns with which the faculty and staff started the process.

3. Initial Analysis and Plans -- this section should include the material brought to the initial planning workshop, the report of the team to the school, plans for May, June, and summer, activities and decisions at the workshop, and additional analyses made during the planning process.

4. Goals, Plans, and Activities -- this section will, in reality, be several subsections -- one for each goal set up and planned for during the planning process. As a goal is defined and selected, a subsection is set up. As plans are made, copies are placed in the Data Book. As activities occur, agenda, copies of materials, and/or evaluation data are placed in the subsection.

5. Conditions for School Improvement Data -- this section will contain data related to the conditions for school improvement discussed in material already provided. It should contain not only material related to the existence of the condition or the creation of the condition but also to the effect of having met the condition.

6. Shared Decision Making Process -- this section will focus upon the model used at the school. It would contain minutes of meetings, outcomes of repositioning workshops, the model itself and other data.

7. Journal of Negative Findings -- this section, often missed in other documentation efforts, will include information relative to the process, materials, individuals, or activities which did not meet the expectation of the group.

8. What Works! -- this section is the opposite of the previous one and certainly the one that everyone hopes will be the largest

section. It would contain information and data useful to the district as it works to replicate the successes at the various schools.

9. Conditions at the end of the Project -- this section contains a description of conditions at the end of the journey. A section that one would use to compare with the starting positions to describe movement as a result of participation in the project.

The School Improvement Data Book would be, simply, the depository of information which the school personnel and others associated with the project could use to examine what has occurred and what are the benefits from participation in the project. While not evaluative, in and of itself, the analysis of it can prove useful in searching for successful plans, activities, and processes to use in similar school situations.

SECTION XI

ITEMS OF MAJOR IMPORTANCE
*Parent Complaints
*Teacher Grievance
*Principal Evaluation

OFFICE OF SCHOOL-BASED MANAGEMENT

M E M O R A N D U M June 26, 1987

TO: Dr. Joseph A. Fernandez
Deputy Superintendent of Schools

FROM: Gerald O. Dreyfuss, Assistant Superintendent GOD
Office of School-Based Management

SUBJECT: **ITEMS OF MAJOR IMPORTANCE FOR PILOT SCHOOLS**

The enclosed materials concern the handling of parent complaints, teacher grievance and principal evaluation in the pilot schools. The principals, union stewards, Professionalization of Teaching Task Force, the Deputy Superintendent of Schools, and the Executive Vice-President of the United Teachers of Dade have unanimously agreed to these procedures.

GOD:ko
ENCL.-3

cc: Mr. Pat Tornillo
Mr. Paul Bell

PARENT COMPLAINTS

Parent complaints should be directed to the pilot schools and resolved by the personnel at these schools. To deal with parent complaints, each school will structure a procedure for a parent to follow in order to register and resolve dissatisfaction with a school action. These procedures will include several levels, as per the following example:

Level 1 - A conference with the teacher

Level 2 - A conference with the counselor and/or assistant principal.

Level 3 - A conference with the principal, who will study and evaluate the situation and render a decision.

Level 4 - If a parent is not satisfied, he/she will complete a written request to be presented to a review committee at the school. This committee may be comprised of parents, teachers, counselors and assistant principals. The committee will review all the facts and make a recommendation to the principal, who will render a final decision.

The review committee may continue to meet in order to develop ways of preventing the problem from occurring again.

Level 5 - If the parent is not satisfied with the final decision, the decision can be appealed to a representative of the Office of School-Based Management.

This process will be outlined in the schools' parent-student handbook to be given out at the beginning of the school year.

The area offices are not to process parent complaints involving the pilot schools, but will continue to answer questions requesting general information, etc. All complaints will be referred to the schools.

TEACHER GRIEVANCE

Teacher grievances should be directed to the pilot schools and resolved by the personnel at these schools whenever possible. The teacher will follow the current Level One procedure.

The Level Two procedure will be as follows: the grievance will be presented to a committee made up of two pilot school principals and two pilot school union stewards elected by the pilot schools. An alternate principal and steward will also be elected to serve on the committee if one of the committee members is involved in a grievance or if for some reason unable to serve. The members of the committee will be elected for a period of one year. This committee will review the decisions made at grievance Level One.

The Level Three grievance procedure will be handled by the Superintendent of Schools and the Executive Vice-President of the United Teachers of Dade or their representatives.

PRINCIPAL EVALUATION

In order to enhance the concept of school-based management, the initial evaluation of principals will be carried out at the school level. A peer evaluation process will be used. The evaluation of principals will be conducted by pilot school principals from each grade configuration; elementary, middle/junior or senior high.

In the senior high level, each of the four senior high school principals will be evaluated by the other three principals in the pilot program.

At the middle/junior high level, each principal will be evaluated by four middle/junior high principals in the pilot program. They will be selected by a contiguous pattern process.

The elementary level principal will be evaluated by three or four other elementary principals in the pilot program.

Each principal will be evaluated on the programs and operation of his/her own school. This will include the operation and success of the shared-decision making model. The current evaluation document will be used.

There will be an interim evaluation and a final evaluation of the all the principals in the pilot program, by the Assistant Superintendent for the Office of School-Based Management.

SECTION XII

OFFICE OF EDUCATIONAL ACCOUNTABILITY EVALUATION PLAN
SCHOOL-BASED MANAGEMENT/SHARED DECISION MAKING PROJECT

OFFICE OF EDUCATIONAL ACCOUNTABILITY

M E M O R A N D U M

RT-2852
March 13, 1987

TO: Dr. Joseph Fernandez
Deputy Superintendent of Schools

Mr. Pat Tornillo, Executive Vice President
United Teachers of Dade

FROM: Ray Turner, Assistant Superintendent
Office of Educational Accountability

SUBJECT: FINAL VERSION OF PLAN FOR EVALUATION OF SCHOOL-BASED MANAGEMENT/ SHARED DECISION MAKING PROJECT

On March 9, a meeting was held involving myself, Dr. Gerald Dryfuss, and Ms. Yvonne Burkholz to review OEA's draft evaluation plan for the above-referenced project and to arrive at a consensus regarding its final form.

The draft version of this plan had been extensively reviewed by both "in-house" (DCPS) staff as well as a number of research/evaluation professionals, including Dr. Eugene Provenzo of the University of Miami and Jewell Gould, Director of Research for the American Federation of Teachers. Their points of view were also discussed in this meeting. On the basis of this meeting, appropriate modifications were made in the draft evaluation plan. The modifications involve the use of more updated/appropriate nomenclature vis-a-vis the project title and the pilot nature of the project, the added collection of selected "baseline" data during the first year (in addition to further planning for the evaluation), the provision of further clarification of technical evaluation/research concepts, and other modifications rendering the document more "readable". A "final" version of the plan is attached for your information.

As indicated, the evaluation plan calls for OEA to conduct the multi-year evaluation, with outside "evaluation auditors" contracted by us each year to perform a review of that year's plan and final report to insure methodological and reporting validity. Parties outside DCPS who are interested in conducting additional research studies focusing on the SBM/SDM pilot will be able to submit proposals through our existing Research Review Committee (RRC), as is the case with any externally initiated research activity. The RRC serves as a "quality control" mechanism to insure that the research which is conducted by outside parties utilizes appropriate methodologies, is intrusive to the minimum extent possible, and has a good chance of generating information which is of use to DCPS. Participation by individual schools in approved research is, of course, voluntary.

We look forward to providing an evaluation of substantial utility to the district. Should you have any questions regarding the attached plan, please do not hesitate to call me.

RT/BC:de
Attachment

cc: Dr. Leonard Britton
Dr. Gerald O. Dreyfuss
Mr. Horace L. Martin
Ms. Yvonne Burkholz
Dr. Bob Collins

OFFICE OF EDUCATIONAL ACCOUNTABILITY

EVALUATION PLAN

SCHOOL-BASED MANAGEMENT/SHARED DECISION MAKING PROJECT

The plan which follows presents a conceptual framework for evaluation of the DCPS School-Based Management/Shared Decision Making (SBM/SDM) Project. Further development of this framework will be undertaken as soon as pilot school-level proposals have been selected. The plan calls for OEA to assume overall responsibility for all aspects of the three-year evaluation; actually performing the evaluation of those objectives which are "generic" or "core" to the central project concept, while providing technical assistance to pilot school-level staff toward the evaluation of objectives which are specific to those settings. The first two years of the evaluation will be "formative" in nature; that is, will provide data useful in improving/modifying the project, while the last year's evaluation will be "summative", providing data which are useful in establishing an overall and final picture of the project's successes and failures. In all stages of the study, data describing both the project's activities (process) and impact (product) will be utilized. Finally, OEA will contract an external "evaluation auditor" to review each year's evaluation plan and final report to insure the validity of both the methodology and the the reporting of each year's evaluation.

The Project

The SBM/SDM project, which received funding from the State in the amount of $148,000 and local funding in the amount of $160,000 (both for the current year), will operate in 32 elementary, middle/junior, senior high level, or adult/vocational schools over a four year period. The intent of the Project is to provide greater discretion at the local school level in terms of financial, personnel, and educational practices; while simultaneously providing a vehicle for enhancing the professionalization of teaching staff. Schools participating in this project will be required to adopt two general "strands" of the SBM/SDM concept (flexible budgeting and shared decision-making) but will also be able to select from an additional list of "options" including such components as peer teacher evaluation, flexible scheduling, and flexible staffing.

The first year of the project (1986-87) is to be used for further conceptual development, the preparation of individual pilot school proposals, staff training, and updating of the computer program which has been developed for the SBM project. The final three years of the project will be used for actual implementation and continual refinement of the projects at the selected pilot school sites.

The Evaluation

The first year of the project (1986-87) will be primarily used for further development of the evaluation plan. Additionally, collection of "baseline" data within individual pilot schools as well as evaluation of the planned summer staff training workshops will be undertaken.

Evaluations of the first and second year of actual operation (years two and three of the project) will be formative in nature, that is, will generate information useful in making adaptive project changes. "Formative" data (including descriptions of activities as well as their impact) will be gathered and reported on a sufficiently frequent schedule to enable changes to be made before inappropriate (or unproductive) activities become "institutionalized". Evaluation of the last year of the project will be summative; that is, will provide a final overview of the extent to which the project has achieved its major objectives. Summative data customarily enable more general statements to be made about project activities and their impact than is the case with formative information, which is more detailed in nature. In order to assure that the objectives incorporated in each pilot school's proposals are "measurable", OEA staff will be available to principals/school staffs who are developing SBM/SDM proposals. OEA staff will also be available to provide similar assistance to District project staff as they finalize overall project concepts.

OEA will be responsible for further development and conduct of all phases of the SBM/SDM evaluation. Additionally, the evaluation plan for each of the three year's studies, as well as each year's reports will be examined by an externally-contracted "evaluation auditor". The specific functions of the "auditor" will be to determine, from an outside perspective, whether the plan for each year's evaluation adequately addresses the goals of the projects as well as to determine, at the conclusion of each year, whether the evaluation report draws appropriate conclusions and makes recommendations which are fully supported by the data. "Evaluation Auditors" for each year of the project will be selected and managed via the OEA-administered process which is routinely employed to acquire the services of externally-contracted evaluators. "Audit" reports will be incorporated in the final evaluation reports for each year of the project. As with all other evaluation reports, these will be presented to the Board as agenda items after being reviewed by SBM/SDM project staff.

Although, at this point, further conceptual development regarding the overall SBM/SDM project as well as development of individual pilot school proposals is still ongoing, it is possible to discuss, in broad-brush form, some of the general details of the SBM/SDM evaluation.

1. <u>levels of evaluation</u>

   Although schools which submits proposals for support under this grant will develop ideas which fall within the two previously described mandatory "strands" and will also select additional program elements from a pre-established list of "options", it is expected that there will still be considerable variation between their proposals, given schools' unique needs and resources. In order to maintain the integrity of the SBM/SDM project as an <u>entity</u>, rather than a collection of individual pilot school projects, two levels of evaluation activity are proposed: a) evaluation of generic SBM/SDM objectives and b) evaluation of unique aspects of individual pilot school projects.

   a. <u>evaluation of generic SBM/SDM objectives</u>. Following an analysis of individual school proposals and general SBM/SDM themes, those objectives which are common to all or most proposals (or those outcomes which would appear to be "reasonable" to expect, given

the general nature of the project) will be defined. OEA will take full responsibility for the development of data collection plans and the actual collection, analysis, and reporting of the data related to this class of objective.

b. evaluation of the unique aspects of individual pilot school projects. OEA will provide technical assistance to individual pilot school staff to help them develop operational evaluation plans which address: (1) the extent to which their projects have been implemented as planned and (2) the extent to which project-unique "product" objectives have been attained. OEA has employed this approach in the evaluation of many school- based projects and has found it to be a cost-effective way of approaching such evaluations. This technical assistance will include guidance in developing/selecting instruments and help with data analysis and interpretation as well as report editing. School-level staff will perform data collection and prepare a draft of their evaluation report. Summaries of individual school reports (using a common format) will be incorporated as appendices in each year's evaluation report.

As an example of the above distinctions, Shared Decision Making is one of the two SBM/SDM concepts that project schools must incorporate. One of the probable outcomes of implementing this concept is enhancement of "teacher satisfaction" (feelings of professionalism, feelings that they are instrumental in defining school-level policies, etc.). Given the "generic" or "core" status of this objective, OEA would define or develop a suitable teacher attitude scale and administer it across all project schools as part of the overall project evaluation. On the other hand, if a particular pilot school had, as one of its objectives, the enhancement of students' science achievement (as a result of teacher-generated variations in the standard science curriculum) and this objective was unique to that school, responsibility for actually doing the evaluation of that objective's attainment would be that of the school (with technical assistance provided by OEA as described above).

2. formative vs. summative evaluation

The proposed SBM/SDM evaluation concept calls for formative evaluation during the first two years of actual project operations, followed by summative evaluation during the last year. The purpose of formative evaluation is to give school and district staff fairly detailed, periodic feedback regarding project operation and impact that will allow them to make "running changes" throughout the early and intermediate stages of the project. OEA will attempt to provide formative data on a frequent basis (perhaps twice a year) so appropriate changes can be made on a timely basis, rather then only once a year. Formative information which may be collected could include indicated reasons for delay in implementation of critical project features, resistances noted in obtaining approval for required changes, preliminary data on specific teacher attitude changes, budget residuals at various points in the year, etc. (depending on the exact nature of the objectives which the project implements). Summative evaluation, which will be performed during the last year of the project, will provide more general statements regarding the extent to which the project met its objectives.

Summary

In sum, the above-described evaluation concept includes the following points:

1. Provision of a final evaluation plan when pilot school-level projects have been approved.

2. Provision of OEA assistance in "operationalizing" pilot school-level and district-level (overall project) objectives.

3. OEA being primarily responsible for evaluation of "generic" or "core" project objectives.

4. OEA providing schools technical assistance in the evaluation of pilot school-unique objectives.

5. Formative evaluation to be performed during the first two years of the project's actual operation.

6. Summative evaluation to be performed during the last year of the project.

7. Evaluation to include both "process" and "product" elements.

8. Use of an external "evaluation auditor" to overview evaluation plans and final reports.

SECTION XIII

PROFESSIONALIZATION OF EDUCATION-EXCERPTS

Board Conference Session

Professionalization of Education

Office of the Deputy Superintendent
April 22,1987

M E M O R A N D U M

April 15, 1987
M - 1879

TO: Members of The School Board of Dade County, Florida

FROM: Leonard Britton, Superintendent of Schools

SUBJECT: BACK-UP INFORMATION FOR AGENDA ITEM F-4, SELECTION AND APPROVAL OF THIRTY-TWO SCHOOL-BASED MANAGEMENT/ SHARED-DECISION MAKING PROPOSALS FOR IMPLEMENTATION, 1987-88 THROUGH 1989-90

Attached is a memorandum from the Deputy Superintendent regarding back-up materials that are provided for Board Members for the Conference Session on Professionalization of Education for 10:00 a.m. on April 22, 1987. As indicated in the attachment, copies of the proposals are available in the Board offices for review.

For the convenience of Board Members, a three-ring loose leaf binder has been developed. This binder includes an executive summary of each of the 32 selected proposals along with other pertinent information related to the referenced topic.

If there are any questions regarding this material, please do not hesitate to contact the Deputy Superintendent at 376-1407.

L Britton

LB/JAF:edg
Attachment

cc: Dr. Joseph A. Fernandez

OFFICE OF DEPUTY SUPERINTENDENT OF SCHOOLS

M E M O R A N D U M

JAF/1986-87/#551
April 14, 1987

TO: Dr. Leonard Britton, Superintendent of Schools

FROM: Joseph A. Fernandez, Deputy Superintendent of Schools

SUBJECT: BACK-UP INFORMATION FOR AGENDA ITEM F-4, SELECTION AND APPROVAL OF THIRTY-TWO SCHOOL-BASED MANAGEMENT/SHARED-DECISION MAKING PROPOSALS FOR IMPLEMENTATION, 1987-88 THROUGH 1989-90

At the April 22, 1987, School Board meeting, the Board will review and take action on agenda item F-4. During the morning of the same day a conference session regarding Professionalization of Education will be conducted. Although the conference session is intended to provide Board members with a general overview of the professionalization initiative it will focus primarily on the School-Based Management/Shared-Decision Making (SBM/SDM) pilot program.

In order to provide background information to the Board, two sets of the 32 proposals selected for inclusion in the pilot program along with the remaining 21 proposals which were not selected for participation, will be made available in the School Board office. Additionally, this office is providing for each Board member a three-ring loose leaf booklet containing the following materials:

- Conference Session Agenda
- Status Report on Professionalization Task Force
- Subcommittee Reports
- Subcommittee SBM/SDM Report
  - Selection Process
  - Executive Summaries of Selected Proposals
  - SBM/SDM Planning Conference (4/23-25, 1987)
  - SBM/SDM Summer Training Program

If you have any questions regarding this memorandum, please do not hesitate to contact my office. I am prepared to discuss these issues with you at your earliest convenience.

186

JAF

JAF:jo

PROFESSIONALIZATION OF EDUCATION
CONFERENCE SESSION
April 22, 1987
10:00 a.m.

AGENDA

Introductory Remarks ..... Dr. Leonard Britton
Superintendent of
Schools

Status Reports - Professionalization of Education
Task Force ..... Dr. Joseph Fernandez
Deputy Superintendent
of Schools

- Subcommittee "B" (Career Ladder)
- Subcommittee "C" (Paperwork Reduction)
- Subcommittee "D: (Professional Development)

Subcommittee "A: School-Based Management/Shared-Decision
Making Proposal Reports (SBM/SDM) ..... Dr. Joseph Fernandez

- Selection Process
- Executive Summaries
- SBM/SDM Planning Conference (4/23-25/87)
- SBM/SDM Summer Training Program

Questions and Answers ..... Dr. Joseph Fernandez

Closing Remarks ..... Mr. Pat Tornillo
United Teachers of Dade

Office of Deputy Superintendent
April 22, 1987

OFFICE OF DEPUTY SUPERINTENDENT OF SCHOOLS

M E M O R A N D U M

JAF/86-87/#553
April 14, 1987

TO: Dr. Leonard Britton, Superintendent of Schools

FROM: Joseph A. Fernandez, Deputy Superintendent
Office of Deputy Superintendent of Schools

SUBJECT: STATUS REPORT: PROFESSIONALIZATION OF EDUCATION TASK FORCE

The Professionalization of Education Task Force met on April 9, 1987, at 2:30 p.m. to review and discuss status reports and recommendations from the subcommittees on:

School Based Management/Shared Decision Making

Career Ladder Plan: Teacher Supply and Demand/Recruitment/ Orientation

School Environment/Working Conditions: Reduction of Paperwork

Professional Development

Subcommittee A

This subcommittee, which deals with the School Based Management/Shared Decision Making effort, reported on the following topics which were subsequently reviewed and approved by the Professionalization Task Force:

1. Turnaround School Proposal - It was recommended that the Turnaround program be terminated effective at the end of the 1986-87 school year. As part of the Miami Northwestern feeder pattern, Turnaround schools Orchard Villa and Holmes Elementaries will be included in the five-year joint initiative between DCPS, UTD, Miami Dade Community College North, the Wolfson Foundation, and the Urban League of Greater Miami.

   The third Turnaround school, Little River Elementary, which is not included as part of this initiative, will become a total school project during the 1988-89 school year. Specifically, during 1987-88, a joint DCPS/UTD subcommittee of the Professionalization Task Force will develop a school program which will have the effect of entirely restaffing Little River Elementary and defining specific goals directly related to improving student achievement. Contingent on the approval by the Professionalization Task Force, this plan will be transmitted to the School Board for review and approval.

2. A report was presented to the Professionalization Task Force regarding the selection process which took place on April 3 through April 5 for the thirty-two SBM/SDM pilot projects. Criteria and ranking procedures which were utilized in the selection process were reviewed and discussed.

3. Subcommittee A developed draft executive summary statements describing the 32 selected pilot programs. These executive summaries included proposal descriptions, educational impact, and required waivers for implementation. The Professionalization Task Force agreed to provisionally accept the 32 proposals and established a joint subcommittee to clearly delineate the required waivers. DCPS/UTD contract waivers will need agreement via a joint Memorandum of Understanding. This joint memorandum will be developed and submitted to the School Board for approval.

4. Plans were finalized and approved for the SBM/SDM Planning Conference scheduled for April 23 through April 25 at the Deauville Hotel in Miami Beach.

5. A report regarding the planned summer training activities was submitted to the task force. This report, which significantly reduced the cost of training during the summer session, recommends allocating $6,250 to each pilot school. Each school will then develop a training program tailored to its own staff development needs.

6. Recommendations from the Professionalization Issues Review Committee (PIRC) were discussed by task force members. A subcommittee was created to review PIRC recommendations and report back to the task force at a later meeting.

7. A request was received from the Bureau of School Operations regarding the inclusion of the Miami Northwestern feeder pattern schools in the planned training conference for the 32 pilot schools. It was determined that since the planning conference scheduled for April 23 through April 25 is intended to refine the proposed plans of the selected schools, a separate planning conference would be planned for the Miami Northwestern feeder schools which have not yet developed their respective proposals.

Subcommittee B

1. A request was made by the Bureau of Staff Development for the allocation of approximately $130,000 for the revision of TADS. It was determined this revision would be necessary in order to comply with the negotiated career ladder plan. The training of instructional staff members would also add to the already overburdened TADS training program. The task force determined

that the $130,000 expenditure is folded into the administrative cost included as part of the career ladder proposal, therefore recommendation for the $130,000 expenditure was tabled until the funding for the career ladder was assured.

2. The subcommittee B final report was accepted by the task force and will be included in the background information submitted to the School Board on April 22.

3. Subcommittee B is currently developing proposals regarding teacher supply and demand/recruitment/orientation. These reports will be forthcoming.

Subcommittee C

1. The final report on school environment/working conditions: reduction of paperwork was accepted by the Professionalization Task Force and will be submitted to the School Board on April 22.

2. The issue of high priority locations was reassigned to the Inner City Task Force which will develop recommendations for review by the Professionalization Task Force.

Subcommittee D

1. The final report regarding the establishment and staffing of the Dade Academy of the Teaching Arts (DATA) was reviewed and accepted by the task force. This report will also be included in the information provided to the School Board at the April 22 meeting.

2. Preliminary recommendations from the subcommittee regarding sabbatical leave were discussed by the task force. A draft of recommendations will be submitted to the task force at a later date.

Board Conference Session April 22

The task force was presented with a preliminary agenda for the Board Conference Session of April 22. The Conference Session will be divided into four major segments.

1. Introductory remarks by the Superintendent.

2. A status report on the Professionalization Task Force which will be presented by the Deputy. This status report will briefly discuss the final reports of subcommittees B, C, and D.

3. A report from subcommittee A, which will consume the major portion of the Conference Session, will also be presented by the Deputy. This report will specify the following:

   a. the process utilized in selecting the 32 pilot schools for SBM/SDM

   b. executive summaries developed to describe the selected pilots

   c. the planning conference scheduled for April 23 through April 25

   d. summer training program scheduled for the summer of 1987.

4. A question and answer period for the Board members -- I have invited the principals, union stewards and a parent from each of the 32 selected schools to be available to respond to questions related to specific proposals raised by Board members.

5. Closing remarks which will be provided by Mr. Pat Tornillo, Jr., Executive Vice-President, UTD.

The Professionalization Task Force will schedule future meetings, as needed, when various other concerns that are being addressed by the subcommittees have been finalized. If you have any questions on any of these items, please do not hesitate to contact me.

JAF

JAF:bs
cc: Mr. Pat Tornillo, Jr.
Committee Chairpersons

Office of Superintendent of Schools
Board Meeting of April 22, 1987

April 6, 1987

Office of Deputy Superintendent of Schools
Joseph A. Fernandez, Deputy Superintendent

SUBJECT: SELECTION AND APPROVAL OF THIRTY-TWO SCHOOL-BASED MANAGEMENT/SHARED DECISION-MAKING PROPOSALS FOR IMPLEMENTATION, 1987-88 THROUGH 1989-90.

On July 9, 1986, the School Board authorized the Superintendent to plan and implement a three-year School-Based Management/Shared Decision-Making (SBM/SDM) pilot program. Subsequently, during 1986 collective bargaining, Dade County Public Schools (DCPS) and the United Teachers of Dade (UTD) incorporated into the labor agreement the SBM/SDM pilot program as a component of the Professionalization of Education initiative.

On January 13, 1987, a memorandum from Dr. Joseph A. Fernandez and Mr. Pat L. Tornillo, Co-Chairpersons of the Professionalization Teaching Task Force, Sub-Committe "A", SBM/SDM, was sent to all principals and UTD stewards. The purpose of this memorandum was to provide administrators and teachers a status report regarding the deliberations of Sub-Committee "A". The referenced memorandum also requested interested principals and faculties to submit specific proposals for participation in the SBM/SDM Pilot Program. Fifty-three proposals (see page 4 of 4) were received by the March 31, 1987 deadline.

On April 3, 4, and 5, 1987, representatives from DCPS and UTD attended a work session to achieve the following objectives:

1. review each of the submitted proposals
2. rate each proposal on established criteria
3. make tentative selection of the best 32 proposals to be included in the SBM/SDM pilot program
4. select proposals which can be implemented without additional financial resources
5. prepare 32 executive summaries describing selected proposals, educational impact and waivers required for implementation purposes

Ten evaluation factors were jointly developed and weighted in order for task force members to have a defensible selection process. The referenced factors are as follows:

1. **Educational Impact** - the effect that the proposal will have on student achievement is measurable

2. **Collegial Process** - actions taken to insure consensus of total staff

3. **Shared-Decision Making Model** - contains a shared-decision making model that will put into place a series of activities to implement the stated goals

4. **Change Factors** - targeted issues, practices or procedures that the proposed plan intends to change, modify or alter

5. **Feasibility for Implementation** the necessary deviation in existing administrative directives/regulations, present policy and/or contractual language

6. **The Proposal** - plan of action for School-Based Management/ Shared-Decision Making (SBM/SDM) Pilot Program

7. **Rationale/Hypothesis** - study and research that supports plan of action

8. **Community Involvement** - planned activities to involve members of the community

9. **School Climate** - the working relationship of the instructional and administrative staff and their commitment to the mission

10. **Possibility of Replication** - the proposal lends itself to replication

The task force was divided into five teams, each with a representative from DCPS and UTD. Board Members have received under separate cover the work schedule which was utilized by the task force during the referenced work session.

After a comprehensive review of each proposal submitted, the following 32 schools have been selected to participate in the SBM/SDM pilot program:

ELEMENTARY	JUNIOR HIGH/MIDDLE	SENIOR HIGH	VOC/TEC
Bryan	Campbell Drive	Miami Palmetto	LHTEC
Bunche Park	Filer	Miami Sunset	
Campbell Drive	Kinloch Park	South Dade	
Chapman	Mann, Horace	South Miami	
Cutler Ridge	Miami Springs		
Coconut Grove	Nautilus		
Fairchild, D.	Norland		
Hadley, Charles	Riviera		
Hoover, Oliver	South Miami		
Kendale	Southwood		
Miami Lakes			
Moton			
Myrtle Grove			
North Miami			
Olympia Heights			
Palmetto			
Perrine			

RECOMMENDED: That The School Board of Dade County, Florida authorize the plans of action contained in each of the 32 proposals selected by the joint DCPS/UTD, SBM/SDM Pilot Program Selection Task Force.

JAF:edg

SCHOOLS SUBMITTING PROPOSALS FOR
SCHOOL-BASED MANAGEMENT/SHARED-DECISION MAKING
PILOT PROGRAM

ELEMENTARY SCHOOLS

1. Van E. Blanton
2. W. J. Bryan
3. Bunche Park
4. Campbell Drive
5. Carol City
6. Chapman
7. Coconut Grove
8. Cutler Ridge
9. Everglades
10. David Fairchild
11. Golden Glades
12. Gulfstream
13. Charles R. Hadley
14. Oliver Hoover
15. Kendale
16. A. L. Lewis
17. Miami Lakes
18. R. R. Moton
19. Myrtle Grove
20. North Beach
21. North County
22. North Miami
23. Ojus
24. Olympia Heights
25. Palmetto
26. Perrine
27. Rainbow Park
28. Shadowlawn
29. South Miami
30. Treasure Island
31. Phyllis Wheatley

JUNIOR HIGH/MIDDLE SCHOOLS

1. Campbell Drive
2. Henry H. Filer
3. Homestead
4. Kinloch Park
5. Horace Mann
6. Miami Edison Middle
7. Miami Springs
8. Nautilus
9. Norland
10. Riviera
11. Southwood
12. South Miami
13. West Miami

SENIOR HIGH SCHOOLS

1. Miami Palmetto
2. Miami Sunset
3. North Miami
4. South Dade
5. South Miami

VOCATIONAL/ADULT EDUCATIONAL CENTERS

1. Lindsey Hopkins
2. South Dade Adult
3. Ida M. Fisher Adult

EXCEPTIONAL STUDENT EDUCATION CENTER

Neva King Cooper

SELECTION OF SCHOOL-BASED MANAGEMENT/SHARED-DECISION MAKING PROPOSALS

April 3 - 4 - 5, 1987

Hilton Inverrary

AGENDA

Day 1 Friday, April 3, 1987

9 :00	10:00	Orientation Overview process Review criteria Make team assignments	Dr. Joseph A. Fernandez
10:00	12:30	Teams review first set of 10 proposals	
12:30	1:30	LUNCH	
1:30	2:30	Full Meeting - Five Teams Share rating assessments of first set of 10 proposals (revise timeframe as appropriate)	
2:30	5:00	Teams review second set of 10 proposals	
5:00	5:30	Full meeting - share rating for second set of 10 proposals	
5:30	8:00	Teams review third set of 10 proposals	
8:00	8:30	Full meeting - share rating on third set of 10 proposals	
8:30	8:45	Debriefing	

Day 2 Saturday, April 4, 1987

8:45	11:30	Teams review fourth set of 10 proposals
11:30	12:00	Full meeting - share rating on fourth set of 10 proposals
12:00	1:00	LUNCH
1:00	3:30	Teams review fifth set of 10 proposals
3:30	4:00	Full meeting - share rating on fifth set of 10 proposals
4:00	5:15	Teams review final set of proposals
5:15	5:30	Full meeting - share rating on final set of proposals
5:30	6:00	Tentative identification of 32 SBM/SDM proposals
6:00	8:45	Preparation of executive summaries for each of the 32 selected proposals

Day 3 Sunday, April 5, 1987

9:00	12:30	Preparation of executive summaries for each of the 32 selected proposals
		Establish an appeal Process

Team Members:

	DCPS	UTD
A.	Joseph A. Fernandez	Al Maniaci
B.	Gerald Dreyfuss	Merri Mann
C.	Joseph Tekerman	Karen Dreyfuss
D.	Octavio Visiedo	Roland Rolle
E.	Elaine Liftin	Brenda Wallace

SELECTION OF SCHOOL-BASED MANAGEMENT/SHARED-DECISION MAKING PROPOSALS

April 3 - 4 - 5, 1987

Hilton Inverrary

Pre-Conference Action

- The selection team will develop the definitions of all evaluation criteria.
- The value-weighted rating scale will be established.
- A composite rating method will be formulated to determine pilot programs.

Conference Strategies

- Mission - Each SBM/SDM proposal will be read and rated on an individual form based upon the criteria for selection. A composite rating form will then be completed. By this procedure, 32 proposals will be selected for recommendation as pilot programs. Finally, a summary of each of the 32 selected proposals will be prepared, incorporating the criteria for selection as standard format.

Post Conference Action

- The prepared summary will become part of the materials presented to the School Board Members for their review and approval at the April 22, 1987 Conference Session.

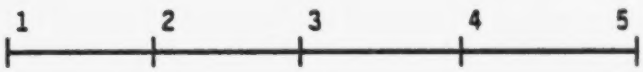
Review Criterion Definitions

Criterion #1 Educational Impact

Rating Factor

XXXXX

The effect that the proposal will have on student achievement is measurable.



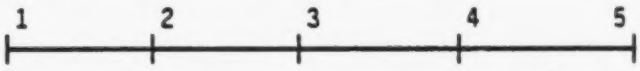
1 = minimal outcomes	5 = Identified student outcomes are measurable

Criterion #2 - Collegial Process

Rating Factor

XXX

Actions taken to insure consensus of total staff (teacher/administrator) on the decision to request participation in the program.



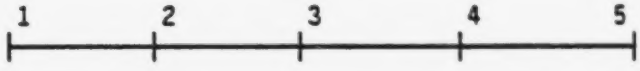
1 = Minimal staff involved	5 = Entire staff involved

Criterion # 3 Shared-Decision Making Model

Rating Factor

XXXXX

The proposal has within it a well-developed Shared-Decision Making model that will put into place a series of activities to implement the stated goals.



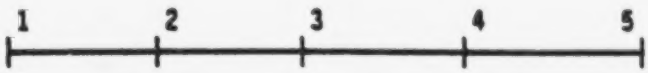
1 = Oblique references to SDM	5 = Clearly identified SDM

Criterion #4 Change Factors

Rating Factor

XXX

The targeted issues, practices or procedures that the plan of action intends to change, modify or alter were identified.



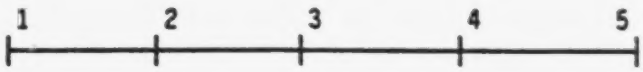
1 = Generalized statement of program targets	5 = Specific list of program targets and goals

Criterion #5 Feasibility for Implementation (Overcoming Obstacles)

Rating Factor

XX

The necessary deviation in existing administrative directives/regulations, present School Board policy and/or contractual language in the DCPS/UTD, State Department of Education rule and regulations that will be required by the specific proposal.



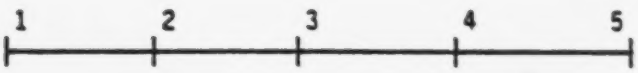
1 = Generalized and/or inaccurate identification of needed exceptions	5 = Specific and accurate identification of needed exceptions

Criterion #6 The Proposal

Rating Factor

XXXXX

The specific plan of action for participation in the School-Based Management/Shared-Decision Making (SBM/SDM) Pilot Program.



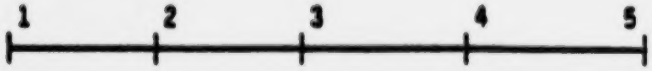
1 = Lack of calendar and task definitions	5 = Realistic and well-defined tasks and timeframe

Criterion #7 Rationale/Hypothesis

Rating Factor

X

Study and research that may support the specific plan of action were included.



1 = No reference to research base

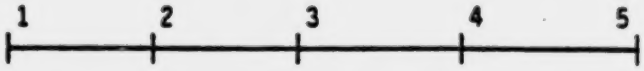
5 = Extensive research cited in support of proposal

Criterion #8 Community Involvement

Rating Factor

XXX

Actions taken to involve members of the community in developing the proposal and how the community will be incorporated within the proposal.



1 = No mention is made of community involvement

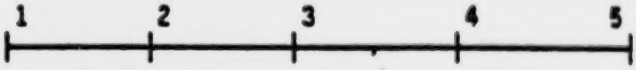
5 = Provision is made for community involvement

Criterion #9 School Climate

Rating Factor

XXXX

The atmosphere at the work location which will make it conducive for the success of the proposal. The working relationship of the instructional and administrative staff and their commitment to the mission.



1 = Current atmosphere not likely to enhance attainment of the program goals

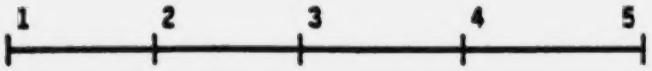
5 = A positive collegial atmosphere is evident

Criterion #10 Possibility of Replication

Rating Factor

The proposal, if successful, lends itself to replication throughout the district.

XXX



1 = The plan does not lend itself to replication	5 = The plan is easily replicable

Value-Weighted Rating

Each criteria shall receive a value weighted rating based upon the importance of that criteria to the overall worth to the total program. Therefore, if Criterion #1 had weighted factor of XX, and the individual reader assessed a numerical scale of 3, the total weighted score would be six points.

3	XX	6

If Criterion #2 had a weighted factor of XXX and the reader assessed a score of 4, the total weighted score would be 12 points.

4	XXX	12

SELECTION OF SCHOOL-BASED MANAGEMENT/ SHARED-DECISION MAKING PROPOSALS

CRITERIA ASSESSMENT SHEET

Proposal listed by School Name and Number	#1 Educational Impact XXXXX	#2 Collegial Process XXX	#3 SDM Model XXXXX	#4 Change Factors XXX	#5 Feasibility for Implmnt XX	#6 The Proposal XXXXX	#7 Rationale Hypothesis X	#8 Community Involv. XXX	#9 School Climate XXXX	#10 Possibility of Replic. XXX	Value Weighted Rating Total Points
1. VAN E BLANTON ELEMENTARY											
2. W J BRYAN ELEMENTARY											
3. BUNCHE PARK ELEMENTARY											
4. CAMPBELL DR ELEMENTARY											
5. CAROL CITY ELEMENTARY											
6. CHAPMAN ELEMENTARY											
7. COCONUT GROVE ELEMENTARY											
8. NEVA KING COOPER ELEMENTARY											
9. CUTLER RIDGE ELEMENTARY											
10. EVERGLADES ELEMENTARY											
11. DAVID FAIRCHILD ELEMENTARY											
12. FLAGAMI ELEMENTARY											
13. GOLDEN GLADES ELEMENTARY											
14. GULFSTREAM ELEMENTARY											
15. CHARLES R. ADLEY ELEMENTARY											

NAME TEAM

SELECTION OF SCHOOL-BASED MANAGEMENT/ SHARED-DECISION MAKING PROPOSALS

CRITERIA ASSESSMENT SHEET

Proposal listed by School Name and Number	#1 Educational Impact XXXXX	#2 Collegial Process XXX	#3 SDM Model XXXXX	#4 Change Factors XXX	#5 Possibility for Implmnt XX	#6 The Proposal XXXXX	#7 Rationale Hypothesis X	#8 Community Involv. XXX	#9 School Climate XXXX	#10 Possibility of Replic. XXX	Value Weighted Rating Total Points
16. OLIVER HOOVER ELEMENTARY											
17. KENDALE ELEMENTARY											
18. A L LEWIS ELEMENTARY											
19. MIAMI LAKES ELEMENTARY											
20. R R MOTON ELEMENTARY											
21. MYRTLE GROVE ELEMENTARY											
22. NORTH BEACH ELEMENTARY											
23. NORTH COUNTY ELEMENTARY											
24. NORTH MIAMI ELEMENTARY											
25. OJUS ELEMENTARY											
26. OLYMPIA HEIGHTS ELEMENTARY											
27. PALMETTO ELEMENTARY											
28. PERRINE ELEMENTARY											
29. RAINBOW PARK ELEMENTARY											
30. SHADOWLAWN ELEMENTARY											

NAME

 TEAM 204

SELECTION OF SCHOOL-BASED MANAGEMENT/ SHARED-DECISION MAKING PROPOSALS

CRITERIA ASSESSMENT SHEET

Proposal listed by School Name and Number	#1 Educational Impact XXXXX	#2 Collegial Process XXX	#3 SDM Model XXXXX	#4 Change Factors XXX	#5 Possibility for Implmnt XX	#6 The Proposal XXXXX	#7 Rationale Hypothesis X	#8 Community Involv. XXX	#9 School Climate XXXX	#10 Possibility of Replic. XXX	Value Weighted Rating Total Points
31. SOUTH MIAMI ELEMENTARY											
32. TREASURE ISLAND ELEMENTARY											
33. PHYLLIS WHEATLEY ELEM											
34. CAMPBELL DRIVE JUNIOR											
35. HENRY H. FILER JUNIOR											
36. HOMESTEAD JUNIOR											
37. KINLOCH PARK JUNIOR											
38. HORACE MANN JUNIOR											
39. MIAMI EDISON MIDDLE											
40. MIAMI SPRINGS JUNIOR											
41. NAUTILUS JUNIOR											
42. NORLAND JUNIOR											
43. RIVIERA JUNIOR											
44. SOUTHWOOD JUNIOR											
45. SOUTH MIAMI JUNIOR											

NAME 150 TEAM 805

SELECTION OF SCHOOL-BASED MANAGEMENT/ SHARED-DECISION MAKING PROPOSALS

CRITERIA ASSESSMENT SHEET

Proposal listed by School Name and Number	#1 Educational Impact XXXXX	#2 Collegial Process XXX	#3 SDM Model XXXXX	#4 Change Factors XXX	#5 Feasibility for Implmnt XX	#6 The Proposal XXXXX	#7 Rationale Hypothesis X	#8 Community Involv. XXX	#9 School Climate XXXX	#10 Possibility of Replic. XXX	Value Weighted Rating Total Points
46. WEST MIAMI JUNIOR											
47. MIAMI PALMETTO SENIOR											
48. MIAMI SUNSET SENIOR											
49. NORTH MIAMI SENIOR											
50. SOUTH DADE SENIOR											
51. SOUTH MIAMI SENIOR											
52. LINDSEY HOPKINS EDUC CENTER											
53. COPE CENTER NORTH											
54. SOUTH DADE ADULT CENTER											
55. IDA M. FISHER ADULT CENTER											

NAME 151 TEAM 206

SELECTION OF SCHOOL-BASED MANAGEMENT/SHARED-DECISION MAKING PROPOSALS
April 3 - 4 - 5, 1987
Hilton Inverrary

Composite Readers' Scores

School Name - Proposal	Team A	Team B	Team C	Team D	Team E	Total Points
1 VAN E BLANTON ELEMENTARY						
2 W J BRYAN ELEMENTARY						
3 BUNCHE PARK ELEMENTARY						
4 CAMPBELL DRIVE ELEMENTARY						
5 CAROL CITY ELEMENTARY						
6 CHAPMAN ELEMENTARY						
7 COCONUT GROVE ELEMENTARY						
8 NEVA KING COOPER						
9 CUTLER RIDGE ELEMENTARY						
10 EVERGLADES ELEMENTARY						

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SELECTION OF SCHOOL-BASED MANAGEMENT/SHARED-DECISION MAKING PROPOSALS
April 3 - 4 - 5, 1987
Hilton Inverrary

Composite Readers' Scores

School Name - Proposal	Team A	Team B	Team C	Team D	Team E	Total Points
11 DAVID FAIRCHILD ELEMENTARY						
12 FLAGAMI ELEMENTARY						
13 GOLDEN GLADES ELEMENTARY						
14 GULFSTREAM ELEMENTARY						
15 CHARLES R HADLEY						
16 OLIVER HOOVER ELEMENTARY						
17 KENDALE ELEMENTARY						
18 A L LEWIS ELEMENTARY						
19 MIAMI LAKES ELEMENTARY						
20 R R MOTON ELEMENTARY						

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SELECTION OF SCHOOL-BASED MANAGEMENT/SHARED-DECISION MAKING PROPOSALS
April 3 - 4 - 5, 1987
Hilton Inverrary

Composite Readers' Scores

School Name - Proposal	Team A	Team B	Team C	Team D	Team E	Total Points
21 MYRTLE GROVE ELEMENTARY						
22 NORTH BEACH ELEMENTARY						
23 NORTH COUNTY ELEMENTARY						
24 NORTH MIAMI ELEMENTARY						
25 OJUS ELEMENTARY						
26 OLYMPIA HEIGHTS ELEMENTARY						
27 PALMETTO ELEMENTARY						
28 PERRINE ELEMENTARY						
29 RAINBOW PARK ELEMENTARY						
30 SHADOWLAWN ELEMENTARY						

SELECTION OF SCHOOL-BASED MANAGEMENT/SHARED-DECISION MAKING PROPOSALS
April 3 - 4 - 5, 1987
Hilton Inverrary

Composite Readers' Scores

School Name - Proposal	Team A	Team B	Team C	Team D	Team E	Total Points
31 SOUTH MIAMI ELEMENTARY						
32 TREASURE ISLAND ELEMENTARY						
33 PHYLLIS WHEATLEY ELEMENTARY						
34 CAMPBELL DRIVE MIDDLE						
35 HENRY H. FILER JUNIOR						
36 HOMESTEAD JUNIOR						
37 KINLOCH PARK JUNIOR						
38 HORACE MANN JUNIOR						
39 MIAMI EDISON MIDDLE						
40 MIAMI SPRINGS JUNIOR						

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April 3 - 4 - 5, 1987
Hilton Inverrary

Composite Readers' Scores

School Name - Proposal	Team A	Team B	Team C	Team D	Team E	Total Points
41 NAUTILUS JUNIOR						
42 NORLAND JUNIOR						
43 RIVIERA JUNIOR						
44 SOUTHWOOD JUNIOR						
45 SOUTH MIAMI JUNIOR						
46 WEST MIAMI JUNIOR						
47 MIAMI PALMETTO SENIOR						
48 MIAMI SUNSET SENIOR						
49 NORTH MIAMI SENIOR						
50 SOUTH DADE SENIOR						

SELECTION OF SCHOOL-BASED MANAGEMENT/SHARED-DECISION MAKING PROPOSALS
April 3 - 4 - 5, 1987
Hilton Inverrary

Composite Readers' Scores

School Name - Proposal	Team A	Team B	Team C	Team D	Team E	Total Points
51 SOUTH MIAMI SENIOR						
52 LINDSEY HOPKINS EDUCATIONAL CENTER						
53 COPE CENTER NORTH						
54 SOUTH DADE ADULT CENTER						
55 IDA M FISHER ADULT CENTER						
56						
57						
58						
59						
60						

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SCHOOL-BASED MANAGEMENT

SHARED-DECISION MAKING

PROPOSALS

SCHOOL-BASED MANAGEMENT/SHARED-DECISION MAKING

PROPOSAL

OLIVER HOOVER ELEMENTARY

Executive Summary

Using a shared-decision making model which incorporates all elements of the school community, Hoover's proposals include a peer support program on a voluntary basis. More flexible scheduling and budgeting provide time for peer support group sessions either by grade level or subject interest. Peer teams may collaborate to develop materials useful to their instructional program. Secondly, Hoover will provide instruction in a departmentalized model, thereby optimally utilizing the strengths of the staff. A specific hour for each grade level will be set aside daily for content area instruction. A special program for K-1 students will develop listening skills and written expression. In selected kindergarten and 1st grade classes, reading will be taught using a holistic approach.

Parental involvement and the utilization of community resources will be greatly expanded.

Educational Impact

The peer support program will improve quality and increase the effectiveness of all aspects of the instructional program. Each teacher involved will become more proficient at self-analysis and more willing to pursue alternatives. Individuals will gain self-confidence and the school program will show significant improvement as collegial relationships and trust are developed. Changing the presentation of content area instruction will increase student performance and provide more efficient use of time by both students and teachers. Student test scores will be directly impacted.

Within the guidelines of this proposal teachers will have greater opportunities for collegial planning. This greater degree of professionalism should increase a teacher's sense of importance, which in turn, engenders enthusiasm. When teachers are positive and enthusiastic, their students are more likely to thrive.

Waivers Required

DCPS/UTD Contract: Faculty Council
Teacher Evaluation

SCHOOL-BASED MANAGEMENT/SHARED-DECISION MAKING

PROPOSAL

COCONUT GROVE ELEMENTARY

Executive Summary

A cadre representing all constituents of the school, combined with quality circles, represent the shared-decision making model. Coconut Grove Elementary focuses on two elements of the curriculum: integrating all language skills in a two-hour time frame and increasing the time for Spanish SL instruction by at least 50 percent at all grade levels.

The language arts program will be based on current objectives in reading and writing and, in addition, will include creative thinking as a major emphasis.

Research in foreign language instruction points out that for the most effective instruction, the student must be exposed to prolonged, intensive periods of instruction over many years. Therefore, Spanish SL instruction will be increased from 30 minutes daily to 45 minutes daily in grades 2-6. Also, 30 minutes of instruction will be provided daily to K-1 students who currently receive no Spanish instruction.

Educational Impact

A holistic approach to language arts instruction will increase standardized test scores by at least 10 percentage points, school-wide, in all areas of language arts measured by the test. Academic success will enhance student morale and self-esteem.

The proficiency of Spanish S students in both oral and written usage, as measured by the SCDC grade level post tests, will increase by 20 percent. In addition, the number of students who elect and qualify for Spanish II (advanced) in 7th grade will at least double in number. Student learning will be greatly improved and an understanding and appreciation of the different cultures in our society will be nurtured.

Waivers Required

DCPS/UTD Contract: Faculty Council

SCHOOL-BASED MANAGEMENT/SHARED-DECISION MAKING

PROPOSAL

MIAMI SPRINGS MIDDLE

Executive Summary

An expanded faculty council model, combined with a differentiated staffing component, will establish an in-house educational leadership position. Team leaders will develop the master schedule, the school budget and departmental budgets. Each department in the school will participate in textbook selection.

In addition, Miami Springs will introduce a computer literacy component as part of the Vocational Business Education curriculum, and create an ~~effective~~ affective component for instructional delivery to all students through correlation with the Social Studies Department. The 6th grade curriculum will be revised in order to blend the best of 6th grade and the middle school. This will allow more flexibility and will ultimately develop 6th grade programs which will strengthen students in reading and language arts, as well as in science and social studies. Revised

Educational Impact

The differentiated staffing model will enable teachers to interact and combine their expertise to improve the delivery system of instruction and student services. Communication with parents will also be expanded. This will result in greater student achievement. In addition, by involving teachers in scheduling and budget decisions, there will be significant enhancement of the total educational environment and improved learning. A nine week computer literacy program will prepare students for the SSAT and will increase student awareness of both computer literacy and computer applications. Since affective concerns tend to dominate the behavior of students, this program will enhance the students' self-image, and improve academic performance. A strong 6th grade program will allow for a variety of curriculum offerings for students while providing a strong foundation in the basic skills.

Waivers Required

DCPS/UTD Contract: Faculty Council
Non-Teaching Duties/Activities
Supplements

REVISED

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Office of Deputy Superintendent

SCHOOL-BASED MANAGEMENT/SHARED-DECISION MAKING

PROPOSAL

KENDALE ELEMENTARY

Executive Summary

Kendale's shared-decision making model will involve teachers, administrators, staff, parents, and community members in shared budgetary and curricular decision-making. Utilizing block scheduling, flexible staffing assignments and school hours, Kendale will improve its method of delivering instruction and will establish a school-wide enrichment program. The block schedule divides the day into six time blocks of one hour each. Two blocks are allocated to reading and math, two to content, enrichment, and pullouts, and one to music, art and p.e. All basics, a minimum of two hours daily, will be taught in the morning and content and enrichment in the afternoon. Two enrichment coordinators will facilitate the implementation of afternoon activities. "Early Bird" Spanish S and Spanish SL will be offered to gifted students from 7:50 - 8:20 a.m. daily in order to enable these students to participate in all other classes. Several sections of ESOL will be offered throughout the day.

Educational Impact

An effective enrichment model which "excites" teachers and students will increase motivation and success. The expansion of critical and creative thinking skills for all students will result in higher achievement. Block scheduling and the scheduling of basic classes in the morning will improve student test scores in reading and math. Flexible staffing and hours will lead to more imaginative programs. Optimal utilization of specialists and general faculty will permit a more concentrated learning experience resulting in improved academic achievement for all students.

Waivers Required

DCPS/UTD Contract: Faculty Council

SCHOOL-BASED MANAGEMENT/SHARED-DECISION MAKING

PROPOSAL

MIAMI SUNSET SENIOR

Executive Summary

Through a shared-decision making model utilizing quality circles and action committees, Miami Sunset plans to implement several proposals. They will revise class schedules to maximize room utilization. This will reduce overcrowding and provide more extensive counseling services to targeted students. The plan designs classes which are 50 minutes in length and provides a 30-minute guidance/study period for all students. In addition, three teachers will be trained to assist the principal in interviewing and recommending teachers for employment. The principal will also establish a community liaison group which will include the occupational specialist, service club sponsors, PTSA president, student government president and the principal in order to provide an ongoing participatory role for significant community groups. Lastly, Sunset would establish a wellness program for the staff in order to boost staff morale and lower the absentee rate for faculty and staff.

Educational Impact

The staggered lunch schedule will provide more self-contained classrooms for students, which will increase student performance. The guidance/study period will promote academic achievement and particularly benefit "at-risk" students the will lower the potential dropout rate.

Having teachers participate in the hiring process will build a spirit of cohesiveness and cooperation in which school-wide expectations and goals are understood by all. It will also ensure the hiring of the finest possible candidates for teaching positions. This will enhance the academic program offered to students.

The community liaison group, by actively seeking the input of community leaders and interested individuals, will improve school policy, and demonstrate to students the community's concern and involvement. This will enable Sunset to reap the benefit of the vast knowledge and expertise which exists within the community.

Waivers Required

DCPS/UTD Contract: Faculty Council 224

S.A.C.S. Student/Teacher Ratio

Length of Instructional Period

April, 1987
Office of Deputy Superintendent

SCHOOL-BASED MANAGEMENT/SHARED-DECISION MAKING

PROPOSAL

SOUTH DADE SENIOR

Executive Summary

This proposal entails numerous components in order to benefit the many segments of the school's multi-ethnic and widely diverse population. The entire faculty will be trained in Assertive Discipline, which will be instituted school-wide with extensive follow-up and a peer support system. Through the shared-decision making process of quality circles, a task force will study and design flexible scheduling models for optimum delivery of curriculum.

A Ninth Grade Skills Foundation will be created with academic focus upon reading and critical thinking. Appropriate coursework for all ability levels will be incorporated. The Foundation concept will expand parental and community involvement and make greater use of community resources. Counseling will be increased and improved school-wide, with teachers undertaking the counseling of their homeroom students and students providing a counseling network for their peers.

Educational Impact

In a disciplined environment, students and teachers will interact in a positive manner, resulting in effective teaching and learning. The flexible scheduling concept will provide increased time for skill development, supplemental counseling and the development of a "family relationship" between student body and staff. The Foundation will give the ninth grade student a sense of prestige and belonging which will help him to cope during this period of high potential dropout risk. Parental involvement and staff advisory components present a holistic approach to the counseling of individual students, which will enhance self-esteem and result in greater student success.

Waivers Required

DCPS/UTD Contract: Faculty Council

Length of Instructional Period

SCHOOL-BASED MANAGEMENT/SHARED-DECISION MAKING

PROPOSAL

R.R. MOTON ELEMENTARY

Executive Summary

This program establishes Mindkey, a comprehensive computer program designed to meet the needs of Moton's diverse student population. Mindkey includes a fully equipped computer laboratory staffed by a trained teacher's aide. Special emphasis will be placed upon the elements of the program which are designed to benefit at-risk students. A Comprehensive Prevention/ Intervention team will also be developed. This team will act as a support network for at-risk students, following them from the Headstart Program through the 6th grade. Included among the members of this team will be a social worker, an educational diagnostician, a parent/community coordinator and vision, hearing and speech therapists.

Educational Impact

The Mindkey program will elevate student accomplishment and raise student test scores in the basic skills areas. It will facilitate mastery of science and computer literacy standards and improve the critical thinking skills of minority students. The Comprehensive Prevention/Intervention team will result in higher student success and enhanced self-esteem, thereby improving attendance and lowering the dropout rate of students at risk.

Waivers Required

DCPS/UTD Contract: Faculty Council

April, 1987
Office of Deputy Superintendent

SCHOOL-BASED MANAGEMENT/SHARED-DECISION MAKING

PROPOSAL

CUTLER RIDGE ELEMENTARY

Executive Summary

This program involves the implementation of Logo programming, word processing, and data base computer research. Scheduling for these programs is designed to afford optimal instructional use of the laboratory setting. In addition, all classrooms will be wired for closed circuit television, thus enabling each class to take advantage of the appropriate programs. A second element of this program is the creation of a school-wide alternative class model. This class, with a maximum of 15 students at grade levels 1-5 will permit intensive basic skills and content area instruction for low achieving students.

Educational Impact

The increased use of computers will expedite the mastery of computer literacy skills, help to establish higher order thinking skills, and prepare students for a productive role in a society which is becoming increasingly dependent upon computers and telecommunications. The word processing lessons will be integrated with regular classroom lessons, thereby enhancing their academic value. The alternative class model will result in significant improvements in test scores and student self-esteem, lowering the potential drop-out rate and increasing teacher effectiveness and morale.

Waivers Required

DCPS/UTD Contract: Faculty Council

SCHOOL-BASED MANAGEMENT/SHARED-DECISION MAKING

PROPOSAL

DAVID FAIRCHILD ELEMENTARY

Executive Summary

The Fairchild Elementary program seeks to upgrade the Spanish curriculum, and to incorporate a Spanish social studies and science curriculum which parallels the regular English version. Flexible scheduling will be implemented for optimal instructional delivery. The Spanish SL program will be redesigned, with a "Master Teacher" using the Rassias method of oral instruction. A bilingual science laboratory will be provided. Fairchild will also create a small computer laboratory, provide MECCA instructional materials and emphasize keyboard instruction, computer language and word processing.

Educational Impact

The improvements in the Spanish S program will enhance the students' understanding of the cultural differences in our community and improve their chances for employment in the future. The delivery of Spanish as a Second Language will facilitate student mastery of oral skills and the ability to communicate. Pride and self-esteem will also be maximized and a love for the Spanish language will be cultivated. The computer laboratory will significantly improve the delivery of computer skills to students. Competency in these computer skills will prepare students to meet county and state requirements and will enhance their employment prospects for the future.

Waivers Required

DCPS/UTD Contract: Faculty Council
Teacher Aide/Assistant

SCHOOL-BASED MANAGEMENT/SHARED-DECISION MAKING

PROPOSAL

KINLOCH PARK JUNIOR

Executive Summary

This program entails a transitional period for sixth graders to integrate them comfortably into the middle school experience. Block scheduling will be utilized and the students will continue to have a home base teacher. Team teaching will be implemented in the seventh and eighth grades, with emphasis upon an interdisciplinary mode of subject delivery. In addition, club activities for students will be built into the regular school schedule. Other aspects of this program include the creation of a computer equipped mathematics laboratory, special tutorial programs, and school-wide improvement in affective areas relevant to student discipline.

Educational Impact

The smooth transition of sixth graders into the middle school experience will result in high confidence and self-esteem on the part of these youngsters. This will result in increased academic achievement, improved test scores and high student morale. Through team teaching and an interdisciplinary mode of subject delivery, students will derive maximum benefit from the expertise of diverse members of the instructional staff. Because club activities will be part of the regular school day, all students will be able to participate in these activities. In this manner, student interaction and the development of peer relationships will be greatly enhanced. A computer equipped laboratory will maximize student success in mastering mathematical skills. Finally, special tutorial programs will ensure that students of all ability levels have the individualized attention necessary for them to succeed.

Waivers Required

DCPS/UTD Contract: Faculty Council
Non-Teaching Duties/Activities

Length of Instructional Period
Opening and Closing Hours of School

SCHOOL-BASED MANAGEMENT/SHARED-DECISION MAKING

PROPOSAL

SOUTHWOOD JUNIOR

Executive Summary

This proposal incorporates the use of a wide variety of personnel in order to address the tremendously varied needs of Southwood's student population. This is accomplished through the creative use of consultants, hourly personnel and paraprofessionals to maximize the effective use of time by full-time staff. The program also develops critical thinking courses for students and offers an optional seven period day to seventh and eighth grade students. Peer evaluation and alternative models for substitute coverage models are included as well. Parental and community involvement in the total school program will be further expanded.

Educational Impact

Through the utilization of a variety of personnel, teachers will be able to spend more time on classroom instruction and to interact with students. Students will benefit from increased time on task and individualized attention. Critical thinking courses will improve students' analytical skills and result in improved comprehension and higher test scores. The optional seven period day for seventh and eighth grade students will make a greater number of electives available to them. This will enable them to explore and pursue their particular areas of interest and will enhance their overall academic background. Parental and community involvement will expand the scope and quality of the total school program and encourage students to achieve high goals.

Waivers Required

DCPS/UTD Contract: Faculty Council
Substitute Coverage
Teacher Evaluation
Transfers

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SCHOOL-BASED MANAGEMENT/SHARED-DECISION MAKING

PROPOSAL

HENRY FILER JUNIOR

Executive Summary

This program organizes the total school into three semi-independent Casas, or Houses, by grade level. Each Casa will be directed by an assistant principal teamed with academic teachers and a guidance counselor. The principal will direct departments and services utilized jointly by the Casas and coordinate articulation between them. Inter-Casa Councils will be established to facilitate shared-decision making and to develop a peer evaluation component. Scheduling in the 7th Grade will provide seven periods of 50 minutes each to expand curriculum offerings.

Educational Impact

The successful implementation of the Casa organization will allow the integrated delivery of curriculum and instruction, guidance and other support services. This holistic approach will serve the total child. The extended time periods devoted to language arts and reading in grade 7 will reinforce communication skills and result in improved SSAT scores. Team planning periods and peer evaluation will enhance interdisciplinary understanding and collegiality. It will also individualize the curriculum for optimal delivery of instruction to students of all levels.

Waivers Required

DCPS/UTD Contract: Faculty Council
Teacher Evaluation

Length of Instructional Period

SCHOOL-BASED MANAGEMENT/SHARED-DECISION MAKING

PROPOSAL

SOUTH MIAMI JUNIOR

Executive Summary

This program designs a schedule for the school day comprised of six 50-minute periods, providing 25 minutes for homeroom activities as recommended by the District Drop-Out Prevention Committee. The program also incorporates peer evaluation, with selected teachers being trained to participate in the assessment of their colleagues. These teachers will also act as mentors to teachers in need of assistance. A common planning time for teachers will be provided, and interdisciplinary collaboration will be emphasized.

Educational Impact

The varying of the instructional periods and the provision of a common planning time for teachers will facilitate the development and delivery of improved educational programs for students. Peer evaluation and increased involvement of all staff members in the total school program will improve the overall instruction which students receive. The needs of youngsters of all ability levels are being met will be analyzed in order to provide diverse students with programs geared to their individual abilities and interests.

Waivers Required

DCPS/UTD Contract: Faculty Council
Teacher Evaluation

Length of Instructional Period

SCHOOL-BASED MANAGEMENT/SHARED-DECISION MAKING

PROPOSAL

PALMETTO ELEMENTARY

Executive Summary

This program provides a highly effective alternative to the traditional delivery of Spanish and Spanish S in the elementary school, by contracting with the Berlitz School of Languages and utilizing their outstanding program and materials. In the areas of math and reading, the reduction of class size during basic skills instruction will be effected by cross-grouping students and utilizing special area teachers on a rotating basis. Scientific investigation and discovery will be encouraged through student involvement with faculty and community members, with emphasis upon the development of thinking skills. In addition, the music curriculum will be greatly expanded, in order to benefit as large a majority of the student population as possible.

Educational Impact

The conversational skills of students in Spanish and Spanish S will progress rapidly through the Berlitz program and fluency will be attained much more quickly. Smaller class size in math and reading will improve delivery of subject matter resulting in improved student comprehension and higher test scores. The science component affords a vehicle for expanding the students' awareness of, and interest in, science and technology. Furthermore, the enhancement of the music curriculum will instill a lifelong appreciation of music in the students and encourage them to develop their creative talents.

Waivers Required

DCPS/UTD Contract: Faculty Council

Spanish SL Program
Allocation Handbook/Elementary Schools

SCHOOL-BASED MANAGEMENT/SHARED-DECISION MAKING

PROPOSAL

CHAPMAN ELEMENTARY

Executive Summary

This proposal establishes a shared-decision making model which serves as the policy making body in the areas of academic programs, budgeting and the selection of materials, equipment and supplies. It also provides for effective communication among all segments of the school structure.

This proposal provides an environment in which the student's ability to achieve is the determining factor in his or her academic placement. Intensive (in-house) screening will be implemented at the primary levels to ensure appropriate placement of students. Also included in this proposal is the development of an instrument at the school site which makes student data readily accessible to all teachers. Finally, the needs of the Mexican migrant population which the school serves will be addressed through the creation of special transitional classes. A comprehensive parental involvement component is also developed.

Educational Impact

This proposal will enable the school to deliver an instructional program which improves the language skills of all students. Additionally, through improved screening and placement procedures, students will receive a more effective program, resulting in improved student performance and higher test scores.

Waivers Required

DCPS/UTD Contract: Faculty Council

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SCHOOL-BASED MANAGEMENT/SHARED-DECISION MAKING

PROPOSAL

NORTH MIAMI ELEMENTARY

Executive Summary

This proposal establishes a shared-decision making model which ensures a smooth flow of information between all personnel assigned to North Miami Elementary.

Included in this proposal is a design to better utilize existing resources at the school. The proposal also develops a student evaluation model and redesigns the scheduling of the school day. Budgetary improvements will be made to implement alternative staffing patterns, and block scheduling will be utilized to deliver the Spanish curriculum. Finally, a modified version of the State Compensatory Program is proposed.

Educational Impact

The improved utilization of school resources will impact the academic environment of the student body, and the student evaluation model will ensure that the needs of all students are recognized and met. Block scheduling and flexible alternative time frames will maximize student learning and avert many of the interruptions which often interfere with time spent on task. This will improve student learning, build student confidence and self-esteem, and result in higher academic achievement and improved student test scores.

Waivers Required

DCPS/UTD Contract: Faculty Council
Teacher Conditions
Supplements

Pupil Progression Plan - PREP Screening
Length of Elementary School Day

April, 1987
Office of Deputy Superintendent

SCHOOL-BASED MANAGEMENT/SHARED-DECISION MAKING

PROPOSAL

WILLIAM J. BRYAN ELEMENTARY

Executive Summary

Using a shared-decision making process involving faculty committees, the faculty council and the administration, Bryan Elementary will re-design the ESOL program. This will be accomplished by creating total immersion classes in order to maximize instructional delivery. In science and social studies, the curriculum will be strengthened and expanded through interdisciplinary instruction. In addition, Assertive Discipline will be instituted school-wide. Teachers will trained in the Assertive Discipline Program, with administrative and peer support enhancing the follow-up procedures.

Educational Impact

Increased parental and community involvement will improve student morale and encourage students to achieve higher goals. Home study habits will improve, leading to greater success in academic areas. The ESOL immersion will enable these students to become fluent in English more rapidly and thereby to gain optimal advantage from the instructional program. The Assertive Discipline program will create a safe school environment conducive to learning for all youngsters.

Waivers Required

DCPS/UTD Contract: Faculty Council
Non-Teaching Duties/Activities
Supplements

SCHOOL-BASED MANAGEMENT/SHARED-DECISION MAKING

PROPOSAL

PERRINE ELEMENTARY

Executive Summary

This proposal reduces student-teacher ratios for basic skills classes and incorporates auditory, visual and kinesthetic approaches. It also establishes an orchestra for all second, third and fourth grade students. A differentiated staffing structure and a Comprehensive Prevention/Intervention team will also be developed. This team will act as a support network for at-risk students, following them from kindergarten through 6th grade. This is a joint project with Moton Elementary. The specific needs and ability levels of all students will be thoroughly analyzed to ensure a quality program for every youngster. Added

Educational Impact

The reduced student-teacher ratio in basic skills classes will afford these students maximum individualized attention, resulting in higher student achievement. Along with increased mastery of the basic skills, student confidence and self-esteem will be greatly enhanced. The orchestra program will help to instill a love for music in students and will encourage them to nurture their creative talents. Through an analysis of student needs, the best possible mode of instruction can be developed to help every student reach his greatest academic potential. In addition, the staff will be able to address the affective needs of students, helping to build student confidence and self-esteem and lowering the potential dropout rate.

Waivers Required

DCPS/UTD Contract: Faculty Council
Non-Teaching Duties/Activities
Supplements

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SCHOOL-BASED MANAGEMENT/SHARED-DECISION MAKING

PROPOSAL

NORLAND MIDDLE

Executive Summary

Norland Middle School will implement its proposals using a shared-decision making model similar to congressional committees and subcommittees. This committee system, involving all staff members, will address the attainment of the objectives related to the "middle school concept." The school day will be altered to consist of ~~seven~~ six 50-minute periods for students and will create a common planning period for teachers. A "Team Leader" position will be authorized and supplemented and "lead teachers" will be trained to implement the Teacher Assessment and Development System (TADS) in a peer evaluation context. Revised

Educational Impact

Staff members will expand their knowledge of the total school program and thus interact more effectively with colleagues and parents. This increased communication will result in improved student discipline, attendance, academic achievement and citizenship. The common planning time will enable teachers to plan more effectively for their students and peer evaluation will result in improved teacher performance for students. This will result in greater student achievement and higher test scores.

Waivers Required

DCPS/UTD Contract: Faculty Council
Teacher Evaluation
Supplements
Non-Teaching Duties/Activities

Length of Instructional Period

238

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April, 1987
Office of Deputy Superintendent

SCHOOL-BASED MANAGEMENT/SHARED-DECISION MAKING

PROPOSAL

CAMPBELL DRIVE ELEMENTARY

Executive Summary

The staff and administration at the school developed an eleven member Governing Council that would facilitate the implementation of their proposal.

The plan provides instruction for ESOL children in a self-contained classroom situation, utilizing bilingual teachers who are qualified to provide ESOL instruction as well as curriculum content in the home language when necessary.

Spanish S and Spanish SL instruction will be provided as an after-school program utilizing hourly personnel, and providing paraprofessional support for clerical duties and follow-up activities. A second element of the plan implements block scheduling to integrate the curriculum, minimizing interruptions in instructional time and improving child study evaluation and placement. In addition, a community forum for parents and community leaders will be provided to address school issues.

Educational Impact

The educational needs of children whose home language is other than English can best be served in a regular, self-contained classroom, staffed with a highly trained teacher who is proficient in both English and the student's home language. Offering Spanish S and Spanish as SL after school programs will increase the amount of uninterrupted teaching and contact time with students and be cost-effective as well.

Increasing time on task and providing for more student-teacher interaction will increase student achievement. The assistance of paraprofessionals will also provide teachers with more time to teach, relieving them of non-teaching duties. This will improve teacher morale and effectiveness.

Early identification and placement of youngsters in special service programs will maximize their potential for success, and the additional community involvement will strengthen collaborative efforts to improve the instruction at the classroom level. This will enhance student self-esteem and learning, and lower the potential drop-out rate.

Waivers Required

DCPS/UTD Contract: Faculty Council

Length of Elementary School Day 239

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SCHOOL-BASED MANAGEMENT/SHARED-DECISION MAKING

PROPOSAL

NAUTILUS MIDDLE

Executive Summary

Through a shared-decision making model involving administration, faculty council and student/teacher teams, this proposal focuses on the areas of student attendance, motivation and achievement. The faculty and student body will be divided into eight semi-autonomous teams, which will develop and implement plans to improve student attendance. These teams will also address issues of student management, skills development and affective education. Involvement of the the business community will be expanded through a recruitment campaign with the Chamber of Commerce, in which students and parents will be encouraged to participate. An Affective Achievement program will be implemented as well. The school schedule will be redesigned to implement six periods of 50 minutes each. This will allow 25 minutes daily for teachers to interact with students in an advisor-advisee capacity. It will also extend the homeroom period by 10 minutes to further encourage interaction between the staff and the student body. Added

Educational Impact

The creation of "teams" will improve the morale of students and teachers and foster a close, personal relationship between the staff and the student body. Combined student/teacher efforts will result in better student attendance, which will lead to higher student achievement and lower the potential dropout rate. The emphasis on skills development will result in higher student test scores. The involvement of parents and the business community will improve student and faculty morale and result in expanded curriculum offerings and improved academic achievement.

Waivers Required

DCPS/UTD Contract: Faculty Council

Length of instructional period Added

240

REVISED

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Office of Deputy Superintendent

SCHOOL-BASED MANAGEMENT/SHARED-DECISION MAKING

PROPOSAL

MIAMI PALMETTO SENIOR

Executive Summary

Miami Palmetto Senior High School will utilize a PAW (Panthers at Work) Cadre consisting of 32 representatives of the faculty, support staff, students and community to implement school-based management. The primary focus of the PAW Cadre will be to work in a shared-decision making model with the principal in program planning and development and in the allocation of school resources.

A correlated curriculum teaching team in the areas of English, social studies, math and science will be developed to provide successful academic experiences for students identified as "at-risk". Parents will take an active role in the program and an off-campus mentor/advisor will be matched with each student participant. A PAW scholars certificate program will be implemented to challenge higher achieving students. There will be a modification of the work day for teachers who may, on a voluntary basis, work beyond the normal contractual day. Additionally, department heads will be trained to implement the Teacher Assessment and Development System (TADS).

In order to enable the principal to take optimal advantage of staff expertise, and to select outstanding candidates for new staff positions, modifications are requested in the consideration of priority transfers, the assignment of surplus teachers and summer employment criteria. A waiver is being requested to encompass repeatability for courses which are continuous in nature, such as in the area of physical education.

Finally, the school proposes to contract with a food service company as a means of closing the campus during the lunch period. A variety of meaningful extra curricular activities will be provided.

Educational Impact

The development of a flexible schedule, in conjunction with team teaching, will give students an integrated curriculum experience. The scholars certificate program will challenge students to excel beyond their present level of achievement. Flexible assignments and modification in staffing will result in scheduling which will better meet the diverse needs of a unique student body. Peer evaluation will strengthen teacher performance which will have a positive effect in the classroom and improve student performance. The closed-campus lunch period will present an opportunity for the staff to present various recreational programs of an educational nature to the student body.

Waivers Required

DCPS/UTD Contract: Faculty Council
Teacher Evaluation
Assigning Instructional Personnel
Supplements

Department of Education Regulations
Repeatability of courses, which are continuous in nature.
State and Federal Regulations - Food and Nutritional Services

SCHOOL-BASED MANAGEMENT/SHARED-DECISION MAKING

PROPOSAL

CAMPBELL DRIVE MIDDLE

Executive Summary

Using a positive, team management approach to education through a Program Improvement Council, Campbell Drive Middle will increase curriculum offerings and reduce class size by moving from a six period to a seven period day. An Affective Education Program will be developed and an interdisciplinary math and science laboratory will be provided.

In order to facilitate this proposal, Campbell Drive Middle will change the school hours, beginning the day at 8:00 a.m. and ending at 3:20 p.m. A 20-minute Affective Education Program will begin the day for all students. Teachers will teach six 45-minute periods with one planning period.

Educational Impact

The Program Improvement Council will enhance the professionalization of education by increasing the decision-making authority of teachers. The Affective Education Program will improve student attendance and discipline, lower the dropout rate, and provide more comprehensive counseling. This will promote self-esteem, and improve attitudes and commitments toward school. The use of the computer and other media equipment in the Interdisciplinary Lab will help students increase their comprehension and listening skills in math and science. The lab will provide a center for remediation and tutoring in areas of weak performance. The seven period day and earlier starting time will be more cost effective, will offer more courses to students and build a stronger curriculum. A seven period day is conducive to flexible scheduling and cooperative planning, and provides a more holistic approach in the creation of a middle school environment which is a true learning center for academic excellence.

Waivers Required

DCPS/UTD Contract: Faculty Council
Teaching Conditions

Length of School Day
Length of Instructional Period
Opening/Closing Hours of School

SCHOOL-BASED MANAGEMENT/SHARED-DECISION MAKING

PROPOSAL

BUNCHE PARK ELEMENTARY

Executive Summary

This program develops a Kindergarten/Readiness Program as an early prevention measure to avert school failure in later years. It incorporates more frequent reporting of student progress, by issuing report cards for all students every six weeks as opposed to every nine. The delivery system of Chapter I will also be revised. Targeted students will be placed in heterogeneous classes with a maximum student-teacher ratio of 20 to 1. Instruction in basic skills will be implemented through an Intensive Basic Skills Laboratory; flexible scheduling will allow optimum use of the laboratory. In addition, a Vocational Skills Laboratory will be developed for full-time exceptional students. Intensive speech instruction for learning disabled students will be delivered in a self-contained, multi-grade level classroom setting. The class will be taught by a team consisting of the learning disabilities teacher and a speech pathologist.

Educational Impact

The Kindergarten/Readiness Program will prepare students for successful entry into the formal kindergarten program. This will build student confidence and self-esteem, and create a positive attitude towards school and learning which will continue in future years. The new reporting system will provide more frequent information on student progress to both students and parents, and increase communication and interaction between the home and the school. Expanded parental involvement will encourage students to achieve higher goals. Heterogeneous classroom settings for Chapter I students will enable these students to develop better interpersonal relationships with their peers. The small class size and the Intensive Basic Skills Laboratory will improve the quality of academic instruction and result in improved student learning. The Vocational Skills Laboratory and revised approach to speech instruction for L.D. students will further achieve the best possible instruction for students of all abilities, interests and needs.

Waivers Required

DCPS/UTD Contract: Faculty Council

State/Federal Chapter I Regulations

Pupil Progression Plan-Four Year Olds
Elementary Report Cards

April, 1987
Office of Deputy Superintendent

SCHOOL-BASED MANAGEMENT/SHARED-DECISION MAKING

PROPOSAL

CHARLES R. HADLEY ELEMENTARY

Executive Summary

This program involves the implementation of block scheduling for the effective delivery of instruction in the areas of language arts, mathematics, the content areas and special subjects. This scheduling technique provides the opportunity for additional enrichment subjects which will be taught by existing staff, part-time instructors, consultants, and volunteers from business and industry.

Educational Impact

Block scheduling will improve the delivery of educational services to students by limiting the interruptions inherent in most scheduling patterns. It also provides teachers with expanded opportunities to make educational decisions regarding the integration of basic skills and the content areas. Expanded offerings in enrichment subjects will motivate students and broaden their knowledge and interests. The involvement of the business community will further enhance the scope and quality of the delivery of academic subjects, thereby improving student achievement.

Waivers Required

DCPS/UTD Contract: Faculty Council

SCHOOL-BASED MANAGEMENT/SHARED-DECISION MAKING

PROPOSAL

OLYMPIA HEIGHTS ELEMENTARY

Executive Summary

This proposal will implement the use of a Quality Circle approach. It will modify delivery of bilingual and basic skills based upon a target analyses approach. This process will assist staff in identifying and developing innovative staffing procedures and curriculum improvements. Additionally, innovative techniques will be developed to enhance the use of audio-visual and computer assisted instruction in the bilingual program, the basic program and special education.

All aspects of plant management will be improved with emphasis upon energy conservation.

Incentives for staff members to accept additional responsibilities and an on-site wellness center are also proposed.

Educational Impact

This plan will improve time on task and enhance the quality of instruction, resulting in greater achievement by students. Affording students increased access to computers will promote computer literacy and will bridge the gap between Olympia Heights students and those from more economically advantaged communities. Improved plant management and energy conservation will result in financial savings which will be converted into expenditures for student materials and other equipment to enhance student learning.

Positive reinforcement of staff achievement will result in a reduction of absenteeism, higher morale, and will ultimately have a positive impact on students. Additionally, the savings on substitute costs can be converted into expenditures to benefit of the student body.

Waivers Required

DCPS/UTD Contract: Faculty Council Supplements

SCHOOL-BASED MANAGEMENT/SHARED-DECISION MAKING

PROPOSAL

MIAMI LAKES ELEMENTARY

Executive Summary

This proposal implements a committee system as the shared-decision making model.

The plan calls for modifications in the delivery of Spanish for Spanish Speakers (Spanish S) and Spanish as a Second Language (Spanish SL) instruction at the elementary level. Spanish S and Spanish SL classes will be of one hour duration in grades 2 through 6 and will be scheduled two to three times weekly. Existing staff will be utilized to achieve educational objectives in these areas. Additionally, there will be a modification in the delivery of English for Speakers of Other Languages (ESOL). Two hours of instruction will be provided on a daily basis for all ESOL students. ESOL teachers will identify students with possible learning disabilities and arrange for evaluation by a school psychologist, with testing in the native language. Revised

Educational Impact

These improvements in instructional delivery will result in significant improvements in student achievement. In the Spanish S and Spanish SL classes, more time on task will ensure the success of students of all abilities and academic backgrounds. ESOL students will progress more rapidly by having more contact time with the ESOL teacher, and will be far better prepared to succeed academically upon entering the regular program. The special needs of learning disabled youngsters will be met while they continue to progress in English.

Waivers Required

DCPS/UTD Contract: Faculty Council

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REVISED

April, 1987
Office of Deputy Superintendent

SCHOOL-BASED MANAGEMENT/SHARED-DECISION MAKING

PROPOSAL

RIVIERA JUNIOR HIGH

Executive Summary

This program expands the curriculum offerings available to students by creating a daily schedule of seven 50-minute periods. On this schedule, teachers teach five periods, plan during one period, and select an optional assignment for the remaining period. Such assignments include the Teacher as Advisor Program, mentoring activities and guidance support. Team teaching will also be implemented in the content areas. The program entails renovations to the auditorium and media center, and the relocation and enlargement of the attendance office so that it can function as a full student services center. The Assertive Discipline Plan will be instituted school-wide, with training sessions held for teachers prior to the opening of school. The position of Teacher as Assistant for Discipline will be created to coordinate the implementation of Assertive Discipline.

Educational Impact

The seven period day will offer a wide variety of curriculum to students, expanding their overall academic background. With more electives available to them, students can investigate and pursue their own special areas of interest. This will enhance student morale and self-esteem. Because teachers can select, for one period, the way in which they might best contribute to the total school program, students will directly benefit from their expertise, and all students will receive additional counseling and individualized attention. The renovations at the school site will improve the students' learning environment, and the Assertive Discipline will insure a safe and comfortable setting which is conducive to high achievement.

Waivers Required

DCPS/UTD Contract: Faculty Council
Teaching Conditions
Non-Teaching Duties/Activities
Supplements

Length of Instructional Periods
Opening/Closing Hours of School

April, 1987
Office of Deputy Superintendent

SCHOOL-BASED MANAGEMENT/SHARED-DECISION MAKING

PROPOSAL

SOUTH MIAMI SENIOR

Executive Summary

This program redesigns the scheduling of the school day, creating a period devoted to silent reading throughout the school. This period also provides additional time for the staff to communicate with the student body. The shared-decision making process empowers committees within each department to recruit and hire new teachers for that department and improves the manner in which coaches are recruited for the athletic program. The program also establishes a centrally administered detention hall staffed with a bilingual aide or clerk who can assist teachers in making contact with parents who are not fluent in the English language.

Educational Impact

The silent reading period will have a direct impact upon the students' reading comprehension abilities, resulting in improved test scores. This period will also improve student/teacher relationships and give students additional counseling and individual attention. Interaction between staff and the student body will be maximized.

The involvement of staff members in the hiring of colleagues will improve the academic and coaching staff, which will directly benefit the delivery of academic and athletic instruction to students. The scope of parent involvement will be expanded through contact with Spanish speaking parents, thereby improving the home study habits of students and maximizing their academic achievement. This will result in higher test scores and improved student self-esteem.

Waivers Required

DCPS/UTD Contract: Faculty Council
Transfers
Teacher Aide/Assistant
Assigning Instructional Personnel
Supplements

State Regulations - Certification of Coaches

Personnel Procedures
Length of Instructional Periods
Opening/Closing Hours of School

SCHOOL-BASED MANAGEMENT/SHARED-DECISION MAKING

PROPOSAL

LINDSEY HOPKINS TECHNICAL EDUCATION CENTER

Executive Summary

The objective of this program is to establish a school-wide committee to implement changes in curriculum and in instructional techniques. These changes will keep pace with the fast-changing technological workplace through the development of new curriculum with an emphasis on instructional quality. Subcommittees will examine courses with low enrollment, meet with members of business and industry to discuss common needs, and design improvements in curriculum.

Educational Impact

A close partnership will evolve between business/industry and education which will result in a curriculum specific to the needs of the employer. The result will be well-trained graduates who will be prepared to find immediate placement in the field for which they have been trained. The emphasis upon curricular improvements will result in the finest possible educational experience for all students. Student learning and self-esteem will be greatly enhanced.

Waivers Required

DCPS/UTD Contract: Faculty Council

SCHOOL-BASED MANAGEMENT/SHARED-DECISION MAKING

PROPOSAL

HORACE MANN MIDDLE

Executive Summary

The Horace Mann proposal will create a required computer lab class for Magnet Center students and add computer literacy for 6th grade students. Art and music will be provided as elective courses.

In addition, the proposal creates a differentiated staffing model which will establish three "lead teacher" positions. Lead teachers will serve as peer evaluators, research and disseminate current educational issues and curriculum TRENDS, act as mentors to annual contract teachers and develop liaisons with local colleges and universities.

Educational Impact

The differentiated staffing model will provide expanded support to the instructional staff, which will improve instruction and student learning. The required computer lab will allow students "pure" computer time to develop projects and assignments from the various disciplines. It will provide time for students to interact and to draw upon each other's strengths and creativity. Requiring computer literacy of 6th grade students will enable them to develop an awareness and appreciation of computers, and use of the computer will enhance work with the basic skills, and the organization and production of quality reports. Students will rapidly become able to meet the computer literacy requirements of the SSATs. Liaisons with local colleges and universities will improve the quality of instruction for students in numerous academic programs.

Waivers Required

DCPS/UTD Contract: Faculty Council
Supplements

SCHOOL-BASED MANAGEMENT/SHARED-DECISION MAKING

PROPOSAL

MYRTLE GROVE ELEMENTARY

Executive Summary

This proposal develops a multi-faceted shared-decision making model to achieve the major objectives identified by school personnel. Specific guidelines and techniques will be implemented to ensure that the finest materials and most effective textbooks are available for all programs. Instructional delivery will be improved through flexible scheduling. A school-wide plan for discipline and plant security will be implemented. In addition, teachers will be trained to engage in peer evaluation and a program to vastly expand parental involvement in the school program will be developed.

Educational Impact

Improvements in the educational materials available to students will enhance the quality of their class[illegible] instruction and their study time at home. By analyzing the distribu[illegible]get funds at the school site, the needs of students in all prog[illegible]be optimally met. Improved discipline will provide a safe and c[illegible]arning environment for students, resulting in higher achievement [illegible] student morale. The peer evaluation component will promot[illegible]g and a sharing of ideas among faculty members, resulting in [illegible]riculum content delivery to students. Increased parental involv[illegible] provide encouragement to students, resulting in high student achi[illegible]nd morale.

Waivers Required

DCPS/UTD Contract: Faculty Council
Teacher Evaluation

April, 1987
Office of Deputy Superintendent

SCHOOL-BASED MANAGEMENT/SHARED DECISION-MAKING
PLANNING TO PLAN CONFERENCE
DEAUVILLE HOTEL

AGENDA

Thursday April 23, 1987	Friday April 24, 1987	Saturday April 25, 1987
7:30 Registration	8:00 WELCOME Dr. G. Dreyfuss	8:00-8:50 BREAKFAST
8:00 WELCOME Dr. L. Britton Mr. P. Cejas	8:00-8:50 BREAKFAST	8:50-9:50 INTRODUCTION Ms. Anita Sandler DCPS Teacher of the Year
8:15-8:45 BREAKFAST	8:50-9:50 INTRODUCTION Mr. H. Braddock	SPEAKER: Dr. W. Rudolph, Principal Northside High Schoo Atlanta, GA "WHAT ACTUALLY WORKS
8:45-9:30 INTRODUCTION Dr. G. Dreyfuss	SPEAKER: Dr. D. Florio, Consultant American Federation of Teachers "PROFESSIONALIZATION OF TEACHING"	10:00-12:00 SESSION V
SPEAKERS: Dr. J. Fernandez Mr. P. Tornillo "CONTEXT FOR SUCCESS"	10:00-12:00 SESSION III	Interactive Skill Building Group Process Conflict/Consensus Management Overcoming Resistance to Change
9:30-9:50 OVERVIEW OF PROGRAM Dr. J. Hansen, Professor Fl. State Univ.	Interactive Skill Building Group Process Conflict/Consensus Management Overcoming Resistance to Change	12:05-12:45 LUNCH
10:00-12:00 SESSION I	12:05-12:45 LUNCH	12:45-1:30 INTRODUCTION Dr. R. Feinberg
Planning Teams Verification of Problem Vision for Solution	12:45-1:30 INTRODUCTION Dr. M. Krop	SPEAKER: Dr. P. Schlechty, Executive Director Professional Development Academy, Louisville, KY "LONG RANGE BENEFITS"
12:05-12:45 LUNCH	SPEAKER: Dr. W. Spoone, Principal Dr. Phillips High School, Orlando, FL "THE PRINCIPAL AND STAFF IN ACTION"	1:45-3:45 SESSION VI
12:45-1:30 INTRODUCTION Mr. W. Turner	1:45-3:45 SESSION IV	Individual Team Action Planning
SPEAKER: Ms. C. Vance, Consultant Strategics International, Inc. "STRATEGICS ACTION PLANNING PROCESS"	Interactive Skill Building Group Process Conflict/Consensus Management Overcoming Resistance to Change	3:45-5:30 WORKAHOLIC SESSION
1:45-3:45 SESSION II	3:45-5:30 WORKAHOLIC SESSION	Planning Teams Videotape: Documentary on the Professional- ization of Teaching
Action Planning	Budget Scheduling Community Monitoring Videotape: Documentary on the Professional- ization of Teaching	5:00-6:00 CASH BAR
3:45-5:30 WORKAHOLIC SESSION		6:00 INTRODUCTION Mr. R. Renick
Budget Scheduling Community Monitoring Videotape: Documentary on the Professional- ization of Teaching		SPEAKER: Dr. J. Fernandez
		6:20-8:00 DINNER

INTERACTIVE SKILL BUILDING SESSIONS

Group Process: Communication and interaction within teams and between teams and the faculty. How to hold a meeting in a short span and get things done. Building trust and effective communication networks.

Dr. Jack Croghan, Professor
Educational Leadership
University of Miami

Conflict/Consensus Management: How decisions are made. Managing internal conflict and intergroup conflict. Arriving at consensus. Determining when a decision is a decision and implementing an Influence Model.

Dr. Jack Gant, Professor
College of Education
Florida State University

Dr. James Croteau, Director
Staff Development
Leon County Public Schools

Overcoming Resistance to Change: How to impact acceptance and involvement in implementing change. Managing the integration into the schools' standard operating procedure. Minimize disruptions to see that changes/innovations are adopted/adapted.

Dr. Elaine Liftin, Director
Dept. of Management Training
Bureau of Staff Development

Dr. John H. Hansen, Professor
College of Education
Florida State University

Group A: Group Leader: Dr. Jack Croghan
Facilitators: Dr. Charles Sherwood, Mrs. Karen Dreyfuss

Room: _____

Schools:
- .Cutler Ridge El.
- .Perrine El.
- .Olympia Heights El.
- .Charles Hadley El.
- .Oliver Hoover El
- .R. R. Moton El.
- .Bunche Park El.
- .Myrtle Grove El.

Group B: Group Leader: Drs. Gant, Croteau
Facilitators: Mr. Alan Olkes, Ms. Merry Mann

Room: _____

Schools:
- .Coconut Grove El.
- .Kendale El.
- .David Fairchild El.
- .Palmetto El.
- .Chapman El.
- .North Miami El.
- .William Bryan El
- .Campbell Drive El
- .Miami Lakes El.

Group C: Group Leader: Dr. Elaine Liftin
Facilitators: Mr. Octavio Visiedo, Mr. Quentin North

Room: _____

Schools:
- .Norland Middle
- .Kinloch Park Jr.
- .Southwood Jr.
- .Henry Filer Jr.
- .Nautilus Middle
- .Horace Mann Mid
- .Miami Sps. Middle
- .Campbell Dr. Mid

Group D: Group Leader: Dr. John H. Hansen
Facilitators: Mr. Eddie Pearson, Dr. David Florio

Room: _____

Schools:
- .Riviera Jr.
- .South Miami Jr.
- .Miami Sunset Sr.
- .South Dade Sr.
- .Miami Palmetto S
- .South Miami Sr.
- .Lindsey Hopkins
  Tech. Educ. Cen

OFFICE OF DEPUTY SUPERINTENDENT

M E M O R A N D U M

JAF/1986-87/#558
April 20, 1987

TO: SBM/SDM Pilot School Principals

FROM: Joseph A. Fernandez, Deputy Superintendent of Schools

SUBJECT: SCHOOL BASED-MANAGEMENT/SHARED-DECISION MAKING (SBM/SDM) "PLANNING TO PLAN" CONFERENCE

This memorandum provides information regarding your participation in the above-referenced Conference.

LOGISTICS

The Conference will be held:

Dates: Thursday, April 23, 1987 through Saturday, April 25, 1987

Place: Deauville Hotel
6701 Collins Avenue
Miami Beach, FL

It will begin at 7:30 a.m. (April 23, 1987) and will follow the schedule outlined in the attached program agenda. The conference will end at 8:00 p.m. (April 25, 1987) after dinner. Spouses and/or guests may be invited to the Saturday dinner function. The cost per additional guest is $17.36, (this includes tax and gratuities). Arrangement and payment must be made on the first day of the conference.

PARTICIPANTS

Identify a school improvement team from your school comprising the following members:

School Principal (No Substitute)
One Assistant Principal
One Union Steward
Two Teachers (These teachers should be familiar and involved with the SBM/SDM proposal)

Substitutes to cover the schedule of the three teachers may be charged to:

Program: 9272
Function: 6400

An optional substitute day of teachers' choice will be provided during the remainder of the school year or next school year to compensate for the Saturday work assignment.

IT IS ESSENTIAL THAT ALL TEAM MEMBERS BE PRESENT FOR THE ENTIRE CONFERENCE

ATTIRE

During the three conference days, casual attire is recommended to accommodate logistical working arrangements and to promote comfort during the comprehensive schedule of activities. Dinner on Saturday is a social occasion and appropriate attire should be worn.

PRE-CONFERENCE ASSIGNMENT

1. Each team should bring

   a. a list of the total school faculty (instructional personnel)
   b. a list of all support personnel (non-instructional staff)
   c. current class/teaching schedules
   d. current budget report data
   e. other background information pertinent to the focus of the proposal
   f. five copies of the SBM/SDM proposal

2. During the first session on April 23, each school team should be prepared to BRIEFLY describe the SBM/SDM proposal, the goals and the shared decision making process to be used.

3. Every effort should be made to secure input from faculty and staff at the school to provide data relative to the proposal.

We look forward to your team's participation in this conference. If there are any questions regarding this memorandum please call my office 376-1407 for further clarification.

JAF

JAF:jo
Attachment

cc: Dr. Leonard Britton
Mr. Pat Tornillo

OFFICE OF DEPUTY SUPERINTENDENT OF SCHOOLS

M E M O R A N D U M

JAF/86-87/#491
March 30, 1987

TO: Mr. Robert Sipes, Supervisor
Educational Planning

FROM: Joseph A. Fernandez
Deputy Superintendent

SUBJECT: PROJECTED COST FOR SUMMER INSERVICE PROGRAM FOR PILOT SCHOOLS - SCHOOL-BASED MANAGEMENT

The purpose of the summer inservice program is to enhance School-Based Management/Shared-Decision Making proposals and supply requested inservice programs for the selected pilot schools. We anticipate providing inservice in various areas including budget, curriculum, staffing, scheduling, shared-decision making and other requested areas. It is anticipated that all pilot schools will be further developing their proposals during the summer inservice.

SBM/SDM SUMMER TRAINING PROPOSAL

Each of the 32 selected schools will have approximately $6,250 to expend on the implementation/training related to the SBM/SDM proposal. A school will determine the most appropriate expenditures of this allocation to support their planning efforts. Total expenditure SBM/SDM summer training proposal will not exceed $200,000.

Training activities will include but not be limited to the following:

- generic training activities (group planning sessions)
- individual technical assistance workshop sessions
- other individualized developmental activities as required

If you have any questions regarding this request, please contact my office at 376-1407.

JAF

JAF:nmv

cc: Dr. Britton
Dr. Dreyfuss
Mr. Tornillo

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MEMORANDUM OF UNDERSTANDING
Contract Clarification/Implementation

Pursuant to the current labor contract between Dade County Public Schools and the United Teaches of Dade (UTD), the Superintendent of Schools (or designee) and the UTD Executive Vice President (or designee) have met to discuss implementation of Sections 2 and 7 of Article XXIV of the DCPS/UTD Contract (**Professionalization of Teaching Task Force: School-Based Management/Shared-Decision Making**).

For all School-Based Management/Shared-Decision Making (SBM/SDM) schools, The School Board and the Union agree to the following:

In Article VII, **Faculty and/or Work Location Councils**, delete Sections 1-7 and insert the shared-decision making model as outlined in the individual schools' SBM/SDM proposals, which are on file in the Office of Legislative and Labor Relations and at United Teachers of Dade.

The School Board and the Union agree to waive/modify provisions of the DCPS/UTD labor contract for individual SBM/SDM schools as specified below.

MIAMI SPRINGS MIDDLE

Addendum to Article 4, **Non-Teaching Duties/Activities**, Section 1.G, as follows: "A teacher may act in the role of Assistant to the Administration as specified in the Miami Springs Middle School Proposal".

Supplements as outlined in the Miami Springs SBM/SDM proposal are subject to collective bargaining prior to implementation of the SBM/SDM project. The Office of School-Based Management will develop with the principal a management proposal for the Collective Bargaining Issues Committee.

MIAMI SUNSET SENIOR HIGH

Addendum to Article XXIII, **Workday**, Section A, paragraph four, as follows: "and a 30 minute period during which the teacher serves in a Teacher as Advisor capacity".

KINLOCH PARK JUNIOR HIGH

Addendum to Article XXIII, **Teaching Conditions**, Section 3.A, paragraph four, as follows: "and one administrative duty/common planning period as specified in the Kinloch Park Junior High SBM/SDM proposal".

SOUTHWOOD JUNIOR HIGH

Addendum to Article XVIII, **Substitutes**, Section 1A, as follows: "A teacher who volunteers for internal coverage shall receive hourly compensation based on job code 1800. That teacher's workday will be extended by the equivalent of one instructional period to provide for a duty free planning period."

Amend Article XIII, **Evaluation**, as follows: Strike paragraph two of the preamble and insert, "Department heads may conduct classroom observations using the TADS Observation Form. Such an observation may be recorded as one of the official evaluations". This waiver is granted with the understanding that the TADS interpretive guide must be revised and personnel will trained.

Waive Article XII, **Transfer, Hiring, and Assigning Instructional Personnel**, Section 1, Paragraph G.

Addendum to Article XVI, **Summer** Employment, Section 2, Paragraphs A and B, as follows: "Teachers may be employed for a three-week period during the summer school program".

HENRY FILER JUNIOR HIGH

Amend Article XIII, **Evaluation**, as follows: Strike paragraph two of the preamble and insert the words, "Department Heads and Grade Level Team Leaders may conduct official classroom observations of beginning teachers using the TADS Observation Forms." This waiver is granted with the understanding that the TADS interpretive guide must be revised and personnel will be trained.

Addendum to Article XI, **Lesson Plans**, Paragraph three, as follows: "Teachers may develop unit plans".

SOUTH MIAMI JUNIOR HIGH

Addendum to Article XXIII, **Teaching Conditions**, Section 3.A, Paragraph four, as follows: "and a study/counselling period as specified in the South Miami Junior High School SBM/SDM proposal".

NORTH MIAMI ELEMENTARY

Supplements as outlined in the North Miami Elementary SBM/SDM proposal are subject to collective bargaining prior to implementation of the SBM/SDM project. The Office of School-Based Management will develop with the principal a management proposal for the Collective Bargaining Issues Committee.

NORLAND MIDDLE

Amend Article XIII, **Evaluation**, as follows: Strike paragraph two of the preamble and insert "Department heads and grade level team leaders may conduct official classroom observations of beginning teachers using the TADS Observation Forms". This waiver is granted with the understanding that the TADS interpretive guide must be revised, and personnel will be trained.

NAUTILUS MIDDLE SCHOOL

Amend Article XIII, **Evaluation**, as follows: Strike paragraph two of the preamble and insert, "Department heads may conduct classroom observations using the TADS observation forms. Such an observation may be counted as one of the official evaluations". This waiver is granted with the understanding that the TADS interpretive guide must be revised and personnel will be trained.

MIAMI PALMETTO SENIOR HIGH

The general waiver to Article VII, **Faculty Councils**, being granted to all SBM/SDM schools, is granted to Miami Palmetto Senior High with the following addendum: "Department heads will be elected by the respective departments during the 1987-88 school year to serve beginning August 1987".

Addendum to Article XXIII, **Teaching Conditions**, Section 3.A, paragraph four, as follows: "The teaching day may be divided into periods of varying lengths, with the caveat that no teacher teach more than 150 students, consistent with the Palmetto Senior High SBM/SDM proposal."

Supplements as outlined in the Miami Palmetto Senior High SBM/SDM proposal are subject to collective bargaining prior to implementation of the SBM/SDM project. The Office of School-Based Management will develop with the principal a management proposal for the Collective Bargaining Issues Committee.

Amend Article XIII, **Evaluation**, as follows: Strike paragraph two of the preamble and insert the words, "Permit department heads and grade level team leaders to conduct official classroom observations of beginning teachers using TADS observation forms". This waiver is granted with the understanding that the TADS interpretive guide must be revised and personnel will be trained.

Waive Article XII, **Transfer, Hiring and Assigning** Instructional Personnel, Section 1.G; strike Section 2 and insert the following: "The Palmetto Cadre will make good and faithful effort to give consideration to those on the priority, voluntary, hardship and surplus transfer lists prior to hiring new personnel.

CAMPBELL DRIVE MIDDLE

Amend Article XXIII, **Teaching Conditions**, Section 3.A, paragraph four, as follows: Strike "five" teaching periods, insert "six" teaching periods, and add the words, "with a maximum student load of 155 students per teacher".

Amend Article XXIII, **Teaching Conditions**, as follows: Strike the word "two" and insert the word "three".

RIVIERA JUNIOR HIGH

Addendum to Article X, **Non-Teaching Duties/Activities**, Section 1.G, as follows: "Teachers may assume administrative duties and responsibilities as specified in the Riviera Junior High School SBM/SDM proposal".

Addendum to Article XXIII, **Teaching** Conditions, as follows: "and an optional assignment for the extra 50-minute period as outlined in the Riviera Junior High School SBM/SDM proposal".

SOUTH MIAMI SENIOR HIGH

Waive Article XII, **Transfer, Hiring** and **Assigning** Instructional Personnel; strike Section 2 and insert the following: "The South Miami Senior High Core Cadre will make good and faithful effort to give consideration to those on the priority, voluntary, hardship and surplus transfer lists prior to hiring new personnel".

HORACE MANN MIDDLE

Supplements as outlined in the Horace Mann Middle SBM/SDM proposal are subject to collective bargaining prior to implementation of the SBM/SDM project. The Office of School-Based Management will develop with the principal a management proposal for the Collective Bargaining Issues Committee.

Dated this _____ day of _____, 1987.

UNITED TEACHERS OF DADE

_____
Pat L. Tornillo, Jr.
Executive Vice President

THE SCHOOL BOARD OF DADE COUNTY, FLORIDA

_____
Leonard Britton
Superintendent of Schools

_____
Paul L. Cejas, Chairman

APPROVED AS TO FORM:

_____
School Board Attorney

SECTION XIV

SUMMARY OF MEETING WITH AREA SUPERINTENDENTS

OFFICE OF SCHOOL-BASED MANAGEMENT

M E M O R A N D U M June 11, 1987

TO: Dr. Joseph A. Fernandez
Deputy Superintendent of Schools

FROM: Gerald O. Dreyfuss, Assistant Superintendent
Office of School-Based Management

SUBJECT: **MEETING WITH AREA SUPERINTENDENTS**

The following is a list of the issues relating to SBM/SDM pilot schools discussed with the area superintendents in the meeting held on Friday, June 5, 1987.

1. Starting with the first day of the 1987-88 school year the School-Based Management/Shared Decision Making (SBM/SDM) pilot schools will **report** directly to the Office of School-Based Management.

2. The area offices will make all allocations for **summer school** for the SBM/SDM pilot schools and will direct these schools except where it involves the shared-decision making process, in which case they will be directed to the Office of School-Based Management. The process of transition will be gradual during the summer and will be completed by the start of the 1987-88 school year.

3. **ESE** units will be allocated based on FTE and needs at various schools. The area offices and the Office of School-Based Management will coordinate and cooperate with the central ESE office to see that proper placements are made. The psychologist units, visiting teacher units, and placement specialists units will be allocated to the four areas with the pro-rata share going to the thirty-two schools under the SBM/SDM pilot program based on FTE. The pilot schools will receive any open units and growth units in this area and in cases where open positions become available they will be advertised. Cooperation between the area offices and the Office of School-Based Management will help this transition and the offices will work closely together. Student ESE records will continue to be kept at the area offices and where necessary the psychological transcripts will continue to be typed at the area offices.

Transportation for the ESE programs will be handled as it currently is, through the area offices, with the SBM/SDM pilot schools be notified by the transportation department when appropriate.

4. The SBM/SDM pilot schools will work directly with the personnel office regarding all personnel matters including surplus teachers, transfer requests, new hires, etc. In no case will there be any attempt to "dump" teachers, either from the area offices or from the SBM/SDM pilot schools or the Office of School-Based Management. The surplus of incumbent positions, when it has prior approval through the pilot schools proposal, will be handled through the personnel office.

5. SBM/SDM pilot schools will utilize the School Based Budget System which is currently on line. They will work directly with the budget office in all aspects of budget. During the 1987-88 school year, at the areas request, training programs could be provided for area personnel on the budget system which will extended and enhanced during the year.

6. The bilingual units will be allocated as they currently are by the Office of Bilingual/Foreign Language Education. If there are instances where units or partial units are converted, i.e., converted to aides or hourly, it will be necessary for the areas to adjust their units.

7. Art, music and P.E. allocations to the pilot schools will be through the Office of School-Based Management and the area offices, if there are any problems related to the pilot schools they will be resolved through the cooperation of the Office of School-Based Management and the area office involved.

8. Articulation between the pilot schools and the schools in their feeder pattern will continue, where appropriate, as it has been so that the flow of students from the elementary level to the high school level is completed in a manner that will be in the best interest of the students.

Meetings appropriate for curriculum will be through the central office and the Office of School-Based Management.

Program reviews are no longer an area function for SBM/SDM pilot schools.

Area meetings that are administrative in nature are not required for the SBM/SDM pilot schools.

9. **Instructional support personnel** at the area offices will only visit pilot schools when invited. Chapter I support personnel and migrant support personnel will continue to work with the pilot schools when appropriate.

10. **Shared time assistant principals** in the elementary SBM/SDM pilot schools may be converted. Pilot schools may take that portion that they currently share with another school and add monies to create a full time assistant principal position or they may convert a partial unit and use that portion of the salary generated for assistant principal to hire consultants, counselors, etc. The area offices will have to adjust their A.P. allocations and if necessary that adjustment may be throughout the county.

11. **Parent complaints** have been increasing a great deal in recent years especially in terms of by-passing the schools and the area offices. Under the school-based management plan, procedures will be developed so that the parent complaint will go through a process which will hopefully satisfy the parent complaint at the school level. In cases where the parent complaint is not handled at the school level, it will be handled through the Office of School-Based Management. The area offices are not to process parent complaints involving the pilot schools but will continue to answer general questions requesting information, etc.

    The pilot schools will notify parents at the beginning of the school year about the process for parent complaints at the school-based management pilot schools. A separate memorandum will be sent to the pilot schools during the summer concerning this matter.

12. **Capital Improvement funds** which are now allocated to the areas, will be allocated to the areas and the pro-rata share to the Office of School-Based Management and will be distributed to the schools on a needs basis.

13. **Custodial operations** will remain as they are as most of the SBM/SDM pilot schools have chosen to opt out of the central custodial plan. In those cases where pilot schools have decided to participate in the central custodial plan the regulations will be followed by the school in order to be in compliance with the central plan.

14. The area offices will complete the **principal evaluations** for the 1986-87 school year. A different type of principal evaluation will be developed during the 1987-88 school year for the SBM/SDM pilot schools and

will be carried out through the Office of School-Based Management.

15. The Level II **teacher grievance** procedure currently held at the area offices will be changed for the SBM/SDM pilot schools. The grievance will be heard by two elected principals and two elected stewards which will constitute the Level II procedure.

16. The procedures for **representation** for SBM/SDM pilot schools on various committees such as the ABC Committee and the Capital Improvement Committee have not been finalized.

    The SBM/SDM pilot schools will be involved in the area advisory committees as outlined in district procedures.

17. **Functions** such retirement luncheons, teacher of the year, etc. may be attended by the SBM/SDM pilot schools and the areas should involve the pilot schools where appropriate through the Office of School-Based Management.

18. **Student transfers** will be through the student services office and in all cases the pilot schools will be involved in the transfer process and the principals should be made aware of the transfer, its purpose and will give approval. In cases where a conflict occurs it will be handled through the Office of School-Based Management and the student service offices.

GOD:ko

cc: Area Superintendents
Dr. Solomon Stinson
SBM/SDM Pilot Schools

SECTION XV

INFORMATION RELATIVE TO PSYCHOLOGIST AND SOCIAL WORKERS (VISITING TEACHERS) ASSIGNED TO SBM/SDM PILOT PROGRAM

OFFICE OF SCHOOL-BASED MANAGEMENT

GOD-118

M E M O R A N D U M August 24, 1987

TO: Mr. Pat L. Tornillo, Jr. Executive Vice President
United Teachers of Dade

FROM: Gerald O. Dreyfuss, Assistant Superintendent
Office of School Based Management

SUBJECT: **INFORMATION RELATIVE TO PSYCHOLOGISTS AND VISITING TEACHERS ASSIGNED TO SBM/SDM PILOT PROGRAM**

In accordance with the philosophy of School-Based Management/Shared-Decision Making, specialists in school psychology and visiting teachers will be assigned to a school for payroll purposes. They will report directly to the principal of the school to which they are assigned. All matters related to telephone calls, meetings, attendance, payroll, etc. will be directed to the "payroll school." Additional information relative to procedures for specialist in school psychology and visiting teachers is provided below.

Responsibility

Specialist in school psychology and visiting teachers will function as members of the student support/student services team. Their responsibilities in the SBM/SDM school will be consistent with the responsibility given these positions in non-school based managed schools. These responsibilities will also be consistent according to the job descriptions furnished for personnel in the positions for Dade County Public Schools.

Annual Evaluation

The principal of the "payroll school" will be responsible for the annual evaluation of the specialist in school psychology and the visiting teacher assigned to his/her school.

Work Hours

The work hours for both the specialists in school psychology and the visiting teachers are from 8:00 A. M. until 4:30 P.M. daily.

Reporting Lines

Specialists in school psychology and visiting teachers will report directly to the principal of the "payroll school" to which they are assigned.

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Observations

Observations of the specialist in school psychology and the visiting teacher will be conducted by principals and/or assistant principals of selected schools utilizing the instrument **"Observation of Support Personnel."** The principals will submit copies of the observations to the home school principal.

Co-operative Pattern (School Clustering)

Schools will be clustered according to a pilot school co-operative (co-op) pattern concept. The co-pattern concept is based on the following: Feeder pattern configurations, the schools' previous history of psychological referrals, and the schools' percentages were considered in the clustering of schools.

cc: Dr. Joseph A. Fernandez
Mr. Paul Bell
Mr. Roland Rolle
Mr. Al Maniaci
Mr. L. J. Gross
Mr. Jack Presley
Dr. Frank Petruzielo
Dr. Bailey Stewart
Mrs. Martha Boden
SBM/SDM Principals

Attachments (2)

GOD/jrb

JOB DESCRIPTION

SPECIALISTS IN SCHOOL PSYCHOLOGY

The responsibilities of the specialists in school psychology are to:

1. Serve as a member of the Area/District Multidisciplinary Diagnostic Team (M-Team).

2. Cooperate with the [redacted] placement specialists to provide the best service to each exceptional student.

3. Attend to assigned cases inclusive of the following functions:

   a. Psychological evaluation reviews
   b. Initial evaluations
   c. Re-evaluations
   d. Staffing and Placement Conferences
   e. Student Observations
   f. Teacher Conferences
   g. Child Study Team Conferences

4. Administer a full battery of tests (instruments) to referred students to determine and describe areas of strengths and weaknesses of the students as a means to assure proper educational programming and placement.

5. Examine the cumulative/psychological records of students served, follow-up where necessary, and assure that all required documentations are in place.

6. Submit a report of psychological data obtained, interpretations of data, and recommendations for psycho-educational programming for each student evaluated to the M-Team for consideration.

7. Serve as a member of the Child Study Team in assigned schools.

8. Provide indepth counseling for students and/or parents who have immediate psychological needs.

9. Observe students in classrooms and in other environmental settings for the purpose of assisting teachers and/or administrators with understanding students' learning styles.

10. Consult with teachers to provide prescriptive strategies for students who do not respond readily to more commonly used methods. Also consult with teachers to provide behavior management strategies for those students whose behaviors do not conform adequately to the classroom or general school environment norms.

JOB DESCRIPTION

VISITING TEACHER/SCHOOL SOCIAL WORKER

Visiting teachers/school social workers are assigned to ~~area offices~~ a schools to serve selected schools on a regular basis. The visiting teacher/school social worker's responsibilities are to:

1. Assist the principals, assistant principals, counselors, psychologists, and other school personnel with individual students whose adjustment requires an approach different from, but supplementary to, that of the regular school personnel.

2. Interview and counsel students who have problems with life and school adjustment.

3. Make home visits to interview and counsel parents whose child is having school adjustment problems. Visiting teacher/school social workers provide casework services in the following problem areas:

   a. non-attendance and truancy
   b. family relationships
   c. learning problems
   d. financial needs
   e. student behavior
   f. medical needs
   g. parenting skills

4. Serve as an intermediary between the home and the school to interpret to the family the student's behavior as the school views it. In addition, the visiting teacher/school social worker obtains information, from the parent or home, which can be utilized in working with the student at school.

5. Interview parents and provide comprehensive reports (psycho-social history and adaptive behavior scale - a component of the psychological evaluation). The psycho-social history contains the family background, medical, and developmental history, interpersonal relationships, and the parent's view of the problem.

6. Serve as a member of the school's Child Study Team and participate in staffings with area multidisciplinary diagnostic team (M-Team).

7. Decide with the principal when a case should be referred to the Juvenile Court via Health and Rehabilitative Services; contribute information to the report; and represent the school at the hearing.

8. Refer parents to the appropriate community agency for family counseling and/or other needs.

9. Collaborate with various community agencies, civic organizations and/or individuals within the community to effect positive change with problems related to school adjustment.

10. Verify home addresses for the school when no other documentation is available.

11. Assist the district and area office in obtaining and distributing information to and from schools (e.g., Federal Survey).

12. Assist the district and area office in defining student population for determining school boundaries (spot-mapping).

13. Assist the school in interpreting district transfer policies and assist the area office in annual area transfer renewals.

SECTION XVI

SCHOOL-BASED MANAGEMENT CONFERENCE
DRAFT-AGENDA

"WORKING TOGETHER FOR SCHOOL IMPROVEMENT"

October 19-20, 1987
DEAUVILLE HOTEL

D R A F T A G E N D A

Monday, October 19, 1987

7:30 a.m.	Registration
8:00 a.m.	Welcome: Dr. Solomon C. Stinson Associate Superintendent Bureau of School Operations
8:15 - 8:45 a.m.	BREAKFAST
8:45 - 9:30 a.m.	Introduction of Speakers: School Board Member Speakers: Dr. Joseph A. Fernandez Superintendent of Schools Dade County Public Schools Mr. Pat Tornillo Executive Vice President United Teachers of Dade Topic: Professional Expectations
9:30 - 9:45 a.m.	Program Overview: Dr. Elaine Liftin Executive Director Bureau of Human Resource Development
10:00 - Noon	Session I (School Improvement Teams report to assigned rooms) 1. School Improvement Updates - Share Successes 2. Review Schedules and Tasks for Conference 3. Team Assignments
12:00 - 12:45 p.m.	LUNCH
12:45 - 1:30 p.m.	Introduction of Speaker: Miss Elvira Dopico Associate Superintendent Bureau of Human Resource Development Speaker: Dr. Dudley Flood State Associate Superintendent North Carolina Topic: Using a Team Approach for School Improvement

2:00 - 4:00 p.m.	Session II 1. Teamwork 2. Conflict Management
4:00 - 5:00 p.m.	Role-Alike Groups 1. Technical 2. Support Network
5:00 - 6:00 p.m.	CASH BAR
6:00 - 6:15 p.m.	Greetings: Mr. T. Willard Fair, President and Chief Executive Officer Urban League of Greater Miami
6:15 - 6:45 p.m.	DINNER
6:45 - 8:00 p.m.	Introduction of Speaker: Dr. Joseph A. Fernandez Superintendent of Schools Dade County Public Schools Speaker: Dr. Eric Whitted Area IV Superintendent Pinellas County Public Schools Topic: Schools in the 21st Century

"WORKING TOGETHER FOR SCHOOL IMPROVEMENT"

D R A F T A G E N D A

Tuesday, October 20, 1987

8:00 a.m. — Opening Remarks: Dr. Gerald O. Dreyfuss
Assistant Superintendent
Office of School-Based Management

8:15 - 8:45 a.m. — BREAKFAST

8:45 - 9:45 a.m. — Introduction of Speaker: Mr. Paul W. Bell
Deputy Superintendent for Education
Dade County Public Schools

Speaker: Dr. Jack Coffland
Chairman, Department of Teaching and Learning
School of Education and Allied Professions
University of Miami

Topic: Curriculum Projects for Higher Achievement

Project: Math Problem Solving
Ms. Charlene Houghton, Principal
Leewood Elementary

Project: Science Through Computer Technology
Dr. Gilberto Cuevas, Professor and Director of Overseas Programs
Department of Educational Psychological Studies

Project: Teaching Writing Through Word Processing
Dr. Arnold Cheyney, Professor
Department of Teaching and Learning

10:00 - Noon — Session III
1. Decision Making
2. Problems of Initiation
3. Getting Started

12:00 - 12:45 p.m. — LUNCH

Introduction of Speaker: Dr. Tee S. Greer, Jr.
Deputy Superintendent for Administration
Dade County Public Schools

12:45 - 2:00 p.m.	Introduction of Video:	Ms. Ruby Wanland Adjunct Teacher Dade Academy for the Teaching Arts
	Video: PEAK PERFORMANCE - Dr. Charles A. Garfield	
2:15 - 5:00 p.m.	Session IV 1. Update Plans for The Remainder of This School Year 2. Inservice Training Requests/Training Plans 3. How to Share This Conference Information with Staff 4. Conference Evaluation	

The School Board of Dade County, Florida adheres to a policy of nondiscrimination in educational programs/activities and employment and strives affirmatively to provide equal opportunity for all as required by:

Title VI of the Civil Rights Act of 1964 - prohibits discrimination on the basis of race, color, religion, or national origin.

Title VII of the Civil Rights Act of 1964, as amended - prohibits discrimination in employment on the basis of race, color, religion, sex, or national origin.

Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of sex.

Age Discrimination Act of 1967, as amended - prohibits discrimination on the basis of age between 40 and 70.

Section 504 of the Rehabilitation Act of 1973 - prohibits discrimination against the handicapped.

Florida Educational Equity Act - prohibits discrimination on the basis of race, sex, national origin, marital status or handicap against a student or employee.

Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal) and Section 295.07, Florida Statutes, which also stipulates categorical preferences for employment.